39 *Previous references.*

229—04

Later references

1905.

(Education)

[redacted]

Serial Nos.

GENERAL AND REVENUE SECRETARIAT

Serial Nos 4 3

Part B for March 1905

SUBJECT

Report of the Educational Conference held at Bangalore in March 1905

G R S 58

G R S 11]

1904-05

GENERAL AND REVENUE SECRETARIAT

(Education)

NOTES

File No 15-1905

FILE HEADING

Report of the Educational Conference held at Bangalore in March 1905

From The Inspl Genl of Edn in Mysore

No 37/5 Dated 3/7/05 Received 5/7/05

Diary No 122	Enclos 1	Spare Copies	Serial No

BRIEF ABSTRACT OF LETTER

Submits 5 copies of the Report of the General Edl Conference held in March 1905 and requests permission of Govt for the publication of the Report

Paper under disposal

NOTES AND ORDERS

W

In G.O No 7076-48 dy 3rd March 1905 S-S(229-04)-2 Govt sanctioned the holding of a General and a Departmental Educational Conference at Bangalore and requested the Dgl to submit the results of the proceedings

Notes—first sheet

MGCPL—50 000—17 2 05

File No 15 of 1905-06

Serial No 1

2 The D of I has now submitted 5 copies of the report of the General Conference and states that the report of the Departmental Conference will be submitted shortly.

3 He requests permission for the publication of the Report.

4 The first and the most important subject discussed at the general conference was the commencement of the teaching of English in Primary classes. This subject has been under consideration of Govt for some time past and it was referred to the Edl Conference Now the majority of the members approve of the present practice of teaching English after a Student passes the II Vernacular Standard but Messrs Venkata Krishnaya, P Narayanayya & K S Chandrasekharam Iyer are of opinion that the teaching of English may be commenced one year earlier ie after a Student passes the Ist Vernacular Standard The file on the Subject is also put up for reference

NOTE—Contn sheet

GRS 12]
General and Revenue Secretariat

47 1/1 452

File No 15 of 1905-06 3

Serial No 1

The other Resolutions are given in the Report
Subject for orders
Vijayam
8/7/05

Submitted to the Dewan Saheb thro the Dy Counsellor
8/7/1905

39
8 7 1905

The Report is an interesting one & bears ample testimony to the useful work done at the Conference - Its publication may be authorized -

It was only last year that we revised & slightly raised the fees payable in our Schools & it is too soon now to raise them still further by 25 per cent It is said that the managers of aided High Schools have a real grievance - If a Committee is desirable for the purpose of enquiring into it & reporting upon it the Dy C may be asked to nominate

Note—Contn sheet

Serial No

the gentlemen whom he would propose -

The other Resolution viz. "Defining the one on the agreed question as to when English teaching should commence when satisfactory and may be abrogated -

-GK
11/7/05

The thanks of Govt may perhaps be conveyed to the gentlemen who took part in the deliberations of the Conference - GK.
11-7-05 -

Q
11/7/1905 10419

7634 - 12/7/05 Memo on very important matters & Mutt they shd be discussed in Council - Can Hon please bring on early meeting

22/XI/05 (illegible)

To the Registrar for Cantonments
Ca
25/12/1905
(illegible) -26/12/05

No copy of Note on rules has been received -

Note -Contn sheet

Note 27/12/05

G 43

G R S 11] 1904-05

GENERAL AND REVENUE SECRETARIAT

(Education)

NOTES

File No 15-05

FILE HEADING

Report of the Edl Conference held at Bangalore in March 1905

From

The Inspr Genl of Edn in Mysore

No 87/8 Dated 5/7/05 Received 13/7/05

Diary No 307 | Enclos 5 | Spare Copies | Serial No 2

BRIEF ABSTRACT OF LETTER

Submits for orders 5 copies of the report of the Departmental Educational Conference held at Bangalore in March 1905

*Paper under proposal 400 (2)

NOTES AND ORDERS

Q | In G.O No 7816-48/Ed (229-04)-2 dt 3/3/05 Govt sanctioned the holding of a General and a Departmental Edl Conference at Bangalore The Dpt has already submitted the report of the Genl Conference and these papers were

NOTES—First Sheet

MGCL—5000—17-05

Serial No

2 Submitted to the Dewan on 12/7/05.

2 He has now submitted the report of the Departmental Conference & requests orders thereon

Subd

Kindly see

14/7/05

Put up a statement noting against each resolution, the recommendation of the Inspector General, the standing orders on the subject & other information on the points noted by me in pencil on one of the copies.

HB
15/7/05

15/7

Subd with the statement called for

Kindly to seek

21/7/05

HB
27/7/05

22/7

Submitted to the Dewan Saheb thro the Secretary for orders

27/7/1905

No. 138
27.7.05

It is impossible to deal, in any thing like a satisfactory manner with so many subjects more or less important & some of them very important, on a single order to be moved on

MGCLB—50 000—17 2 0)

G R S X 10] 4064

GOVERNMENT OF HIS HIGHNESS
THE MAHARAJA OF MYSORE

GEN & REV SECRETARIAT

REQUISITION FOR PAPERS

Section 3 Dec

A

B Dec 1905

Filed

Deposit

File No 40-05

Serial No 4-5

To be put up with Diary No CB 6115 of 191

Signature K Ramaraman

Branch CB Section

15/12/23

oks of 100 sheets each—20-7 18

Serial No

2 Submitted to the Dewan on 12/7/05.

2 He has now submitted the report of the Departmental Conference & requests orders thereon

Subd for orders

Vm 14/7/05

Put up a statement against noting each resolution, the recommendation of the Inspector General, the standing orders on the subject & other information on the points noted by me in pencil on one of the files.

H B
15/7/05

15/7

Subd with the statement called for

Vm 21/7/05

to-day

H B
27/7/05

27/7

Submitted to the Dewan Saheb thro the Secretary for orders

27/7/1905

No 1138
27-7-05

It is impossible to deal, in any thing like a satisfactory manner with so many subjects more or less important & some of them very important, per a single order & to be hoped on

GRS 1

General and Revenue Secretariat

rd File No 15 of 1905-06 7

Serial No

a communication from the Dpl forwarding to Govt a copy of the Resolutions arrived at & recorded at the Conference - & moved simply for an order recording the Proceedings of the Conference & asking the Dpl to submit a separate detailed report with definite recommendation on each point discussed at the Conference and requiring the orders of Govt The matters discussed affect either Railways, or finances or local conditions & each & every one of them requires careful consideration with full materials before Govt can

RD 28/7/1905

28/7/1905

10416

See file No 15 of 1905-06 (Report on the General Conference)

Both will be dealt together 22 XII 05

2 Memo IV Dep 25/12/1905 Mute 26/12/05

Serial No

Secret The reports of both the conferences of both the Houses have been read by Government with much interest & desire that their results may be communicated to all the gentlemen who took part in them. Subjects requiring special orders of Govt will be separately reported upon by the Heads of Depts concerned in the meanwhile perusal of the proceedings of both the conferences for the information of the public.

7306 (Secret)

856

GENERAL AND REVENUE SECRETARIAT.

Council meeting

Council matter for ~~disposal by Circulation.~~

11805/12306

Subject

Proceedings of the General and Departmental Educational Conferences held at Bangalore in March 1905.

Circulated to Councillors.

By Order

26/12 1905 — Secretary

Rajamanthra Pravina
1 C Sreenivasengar Esqr — Seen by the Councillor
First Councillor

3 Rao Bahadur
C. Madiah Esqr
Second Councillor

106/27/12.05

Comm. 3/1/06

To Counsel 4-1-1906

(1 S 10

Extract from the Proceedings of the 134th Meeting of the Council of His Highness the Maharaja, held at Bangalore on the 7th March 1906

VII Subject--(Name of Subject)

⊕ Paper under Proposal ①
Do — No ②

Proceedings of the General and Departmental Educational Conferences held at Bangalore in March 1905

Opinion of the Dewan and Councillors

The reports of the Proceedings of both the Conferences have been read by Government with much interest and they desire that their thanks may be communicated to all the gentlemen who took part in them. Subjects requiring Special orders of Government will be separately reported upon by the Inspector General of Education, who will in the meantime publish the Proceedings of both the Conferences for the information of the public.

(Signed) P. N. Krishna Murti
Dewan of Mysore

12/3/1906

mmc 12/3/06 Secretary

Submitted to His Highness

The Proceedings of the General and Departmental Educational Conferences held at Bangalore in March 1905 are herewith submitted

After disposal U.S.

2. They deal with a wide range of subjects of varying degrees of importance Each important question considered by the Conference must be exhaustively discussed before the Government can commit themselves to a particular course of action From this standpoint, it is inconvenient to deal with all the subjects together Hence the Council is of opinion that the Inspector General of Education should report upon each subject separately for the consideration of the Government

3 There is no objection against the publication of the Proceedings of the Conferences and subjecting them to public criticism before they are considered on their merits by the Government

4 The opinion of the Council may be approved

16 III 06

Record of Cases submitted for the Orders of His Highness the Maharaja

175 Ms
736

Subject

Proceedings of the General and Departmental Educational Conferences held at Bangalore in March 1905

738

22306
700

Order

Approved

~~KRW~~

20/3/06

Impressed

21/11/06

GRS 12]
General and Revenue Secretariat.

Co File No 15 of 1905

Serial No	
	Received and draft order submitted Mal 26/3/06 Passed 27/3/06
3	To the Dy/Co no 10046 d-29/3/06 Authorises the publications of the proceedings stating that Govt are highly thankful for the parliament concerned

Note—Contn sheet

GPB—50 000 -23 10 05

Statement Showing Conference held in March 05

No	Resolution	Remarks and orders
	The Educational rules w gone through and most of th Suggestions for amending a altering them were accepted	
2	Village School buildings a) That as a Rule a Kutcha building for a Village School, w Should be covered with mangal tiles for accommodation of 30 boy Should not be constructed at a cost of less than Rs 300 of whi Rs 150 at least should be co tributed by the people either i cash, materials or labour in t case of Hindustani Schools, the Govt contribution may be mor than one half b) That Asstt Commrs in cha of the Talukas and Huldas sh be made Responsible for helpi the Village School Committees i collecting Subscriptions and b School houses and in keeping t in a State of Repair, a fund for the maintenance of each building being collected an kept by them in deposit in the Taluka Treasury	

Statement Showing (Circle Co. 1/2) the Resolutions passed by the

Sl No	Resolution	I G's remarks	Standing on the Sub
1	The Educational rules were gone through and most of the suggestions for amending and altering them were accepted	Nil	The amend got been
2	Village School buildings. a) That as a Rule a Kutcha building for a Village School, which should be covered with mangalore tiles for accommodation of 30 boys should not be constructed at a cost of less than Rs 300 of which Rs 150 at least should be contributed by the people either in cash, materials or labour In the case of Hindustani Schools, the Govt contribution may be more than one half.	✓ × Yr	In para 6 of Budget for Fr 20/7/03) Govt buildings for Should ordin cost of the vision of accom developing expen × × × ×
	b) That Asstt Commrs in charge of the Talukas and Amildars should be made Responsible for helping the Village School committees in collecting Subscriptions and building School houses and in keeping them in a State of Repair, a fund for the maintenance of each building being collected and kept by them in deposit in the Taluk Treasury.	? Yr	But if the agreed against the does is approved for balancem seems sound doubts abou Resolution Villagers er meet the However we revise it a post work There are for Village is put up in grant for V

Departmental Educa

Conference held in March 06

ers and other References & office note	Remarks and orders
t Rules have not submitted to Govt	
Village School Fund 3-04 (Vide GO No 242-3 directed that no School to be newly established be constructed at the Village School Fund, the pro- mmodation being to be borne by the Villagers interested -	
Inderaja had observed - bove as follows — "The Budget The proposed arrangements income and expenditure on the whole but I have to para 3 of the Comment It Seems unlikely that ll cases will be able to provide cost of a building - Can be the system and t a future time if it does	
Sanctioned type designs School buildings Rs 500 connection with the addl Village School buildings during	

(illegible)

3. That the pay and Status of Village School Masters may be improved by fixing the Scale of pay at Rs 7, 10, 12, 15 and 20 the Numbers of appointments and the Salaries may be as follow —

400 on Rs 7 (chiefly for Marhatta Dists)
600 on Rs 10 (" for Malnad Dists)
500 on Rs 12
400 on Rs 15
100 on Rs 20 (Total Rs 22800 for 2nd)

(2) That for Vernacular School Masters in Taluk Stations the Minimum pay be Rs 10 and the Maximum Rs 25

(3) That for Anglo Vernacular or English teachers the Minimum pay be Rs 15 and that it rise in the case of Head Masters to Rs 30, 40 to 50

The Dpt states that the pay of Village School Masters Vz Rs 7, 10 & 12 has remained Stationary since 1860. Only very few teachers are granted more than Rs 12 - The Dpt is of opinion that the improvement in the pay proposed etc is necessary. The present ~~and proposed~~ Scale is given below —

Present Scale.			Proposed Scale
1326	Masters on	Rs 7	
18	do		8
438	do	—	10
178	do	—	12
26	do	—	15
10	do	—	20
4	do	—	25
2	do	—	30
	Total	Rs	16,692

has been forwarded
to the D.P.I. of Schools for
sanctioning the construction of
buildings. The question of
buildings has also been dis-
some length in the note
below.

D.P.I. cost on account of buildings
last 5 or 6 years when the net
invested Surplus of 2 Lacs
was reduced to about
the end of July 1904.

on of raising the pay of Village
was under the consideration of
have observed that the question
viewed after the revision of fees
and the increase expected therefrom
Now it is one year since the
the scale of fees is sanctioned -
No. 3357-67 dt 6/1/07

ion of pay now proposed involves
of Rs 6108 per mensem -
of the Village School Fund ex-
come but the Conference recommended
cent of the income from Village Fees be paid
from the State Fund (Vide Resolution

minimum pay of Ver School Masters
tions is at present Rs 7 and the
2.50

Dr ——

(4) That Govt may be pleased to appoint Head Masters of large Village and Taluk Schools as members of the Village Unions, Taluk Municipalities and Taluk Boards

(5) That the pay of all peons in Taluk and Taluk Branch Schools may be raised to Rs 6. Without this pay it is not possible to get efficient peons or to retain them long in the Service.

4 The Rules for the grant in aid of Village Schools were read out and esplained

5 That a grant equal to 50 per cent of the income of the Village School Fund may be made to it from the State Funds for the purpose of extending and improving primary education throughout the Province.

The Dy states that this Resolution involves a very important principle and invites the earnest attention of Govt to it. The Village Schools are maintained from the Village School Fund which is formed chiefly of a Share in the local cess of one anna collected for every Rupee which amounts to Rs 2,10,000 every year As this amount is the Villagers own money the Dy states that they can claim one half of this amount from public funds under the ruling principle of all grants-in aid For the last 6 years there has been no expansion of Primary Education — Only 1633 Villages are at present provided with Schools while

* V The

At present already be

The Num and Tal

If the pray quent sta to be cal

* U The grat

With a of the Vil proceedin the follow 1) The certain c was ra This brou 18,000 l 2) The and ex transf Fund to the Vill expendi became 2 Villa provis Recei

the Subject are put up—
some of these Masters have
appointed as such Members—

sum pay of peons in Taluk Headquarters
Branch Schools is now Rs 5—
rs. to be raised to Rs 6 a State
ring the addl cost will have
for.

les on the Subject are

new to improve the resources
ge School Fund, Govt in their
No 262-3 dy 20/7/03 sanctioned
ng arrangements.—
otment from the local cess on
ns forming the Local Funds Code
d from 24 to 33 per cent
et an addl income of about Rs
ee Village School Fund—
t of the Normal Schools
other establishments were
from the Village School
State Fund. Thus relieved
School Fund was relieved of an
of about Rs 19,000. which
addl cost to the State Fund.
s some addl income to the
hool Fund by the Recent
fees and from the increased
from the local cess (Abkari)—

there are 2996 more Villages containing a population of 300 and above to be provided for.

It is also stated that the Govt of Bihar have granted Rs 5 lacs for the expansion of primary education.

Not
Increase
exceeded
which
vested
plus
duced
July 19
expend
but the
grant
sanctio
from

Rs 10000 saved

That with a view of encreasing the number of aided Village Schools a fixed monthly grant of Rs 5 be given from State funds to passed men who may have maintained a Village School in a fair State of efficiency during the previous 12 months in a locality where there are no other primary School

At present besides the Schools maintained from the Village School Fund there are some Village Indigenous Schools which are aided by Result grant. It is now proposed that a monthly grant of Rs 5 may be paid to such Schools when the master has passed the Lower Secondary Examination Shri Bhabha states that this proposal would increase the No of efficient Village Schools at a much less cost than is required for

The
Results
genuine
Rs 2,40

ending the above arrange-
e expenditure in 1904-05,
e income by about Rs 5000.
to be met from the in-
rplus of 2 lacs. This Sur-
ready noted has been re-
Rs 150000 at the end of
During 1905-06 the sanctioned
ic is entirely the receipts
of has asked for addl
buildings which if
will have to be met
invested Surplus.

nnual provision for
rants to Village Indi-
ed Night Schools is
(Vide file just up.)
(Please see Journal
with 1-3-U)

U

7 That in the interests of primary education in Villages the appointments of Patels and Shanbogues be held only by those who have passed the Primary Examination by the III Standard in Vernacular and Arithmetic.

8 That in the case of all Vernacular appointments in Govt Service, the Heads of Depts be directed to see that only those who have passed the Lower Secondary Exams are employed in future

9 That provision should be made for at least two inspections during the year of each Village School by strengthening the Inspecting Staff

10 That in Bangalore and Mysore a fee of 2 annas be levied in the Middle Vernacular and Anglo Vernacular Classes of Girls' Schools except Hindustani Girls' Schools.

Resolution 4 of the Govt Conference proposed the levy of a fee of 2 annas in all Girls' Schools at Distt Head Quarters. Mr Bhabha states that the present Resolution is a more cautious one and is safer to follow in the [illegible]

intments of Shanbogues are hereditary offices. ✕ vide Code Section 14)

The Land Revenue Demand has been kept back in the Office -

✕ See the Rules of 1888.

Flag 2(1)

...ion of the Inspectorate now ...vides for 2 Circle Inspors ...e Asstt Dy Inspors. The ...ming in which the D.G. ...requested to submit an Statement of the Asstt

...es are at present levied Schools. (Please see ~~G.O. 235-67~~ ✓ ~~§ 235-67 D.D.I.'s sanctioning~~ ✓ ...ion of School fees)

11 That Resolution VI passed by the Genl Conference on the 18th March be confirmed. 9 Members voted in favor and 4 against. Mr. Mohamad Baig, Dy Inspr of Hindustani Schools was of opinion that Hindustani Girls' Schools Should be exempted from the operation of this Resolution

Resolution VI of the Genl Conference was as follows — "That the names of Girls who absent themselves without leave and without Good reasons for more than 3 Consecutive days or for 6 days altogether in a month be struck off, and they shall not be readmitted unless a readmission fee of 1 anna in the Lower Primary classes and 2 annas in the Upper Primary & Middle classes is paid." This Resolution was confirmed by the Dept Confce

Flag S

12 That a few Scholarships are needed for Girls in the IV and V Vernacular and Anglo Vernacular Classes This resolution was passed by 12 Votes for and 2 against.

Y S

Vde GO No 1014 dt 17/9/02

3 That it is desirable to have a Special Curriculum for Rural primary Schools

states that this Resolution formed the Subject of Circular No C 14 98. It is not clear whether sanction was obtained issue of this important and if not it is a question the Govt can issue circulars under his authority A report may be called for from the Inspector Govt.

re the grant of Scholarships put up. From this it is Govt are not in favor of ing Scholarships grants to ols; Subsequent to this order* arships grants are granted

* Serial No & date of letter to be

but the Curriculum for all hools, whether in towns or Rural The same Dr Bourne, Director Instruction in Madras published a circular on Rural Schools, which is very in- [Please see Madras Mail 6th June 1905] - Govt of India Resolution y the Rural primary classes quoted in the leading article

11 14. That the grant of Rs 1,200 for School gardens in the Budget for 1904-05 be distributed as follows —

Rs 100 for Nanjangud, Saligrama, and Kuderu each in Mysore South District

Rs 100 for Siralakoppa, Rs 96 for Chikkanayakanhalli and Sira each, Rs 100 for Gowribidanur Rs 186 for Tumkur, of which Rs 100 for a tennis, Rs 86 for Yedatore and Rs 100 for Chikmagalur. Total Rs 1,144.

15 That His Highness the Maharaja's birth day be appointed Arbor day for the planting of trees by boys of every Village School.

The Dy Commr states that steps will be taken next to carry out this Resolution

16. That Dy Insprs may be authorized to grant 3 months privilege leave and that Asstt Dy Insprs may be empowered to grant one month's privilege leave one months leave without pay and one months leave on Medical Certificate, and to make arrangements for carrying on the work during the periods of leave.

Nil

rovision of Rs 1,200 in the
'86 have already been
distributed among the
rks —

— Rs 100
halla " 100
— " 100
— " 100
— " 100
— " 100
ji School " 186
ghur — " 100
Dodballapur 300
Total Rs 1186

10132-3/Ed(293-249)-2 dt 3/5/05
1769/Ed(294-54)-6 dt 5/7/05 —

chools at Sasalu, Kudemu
ere omitted as they are
Schools, among which they
to be utilized.

Inspector General allowed
e orders of Govt before any
taken by him in this direction

ules sanctioned in G O No
dt 17/10/03, Dy Inspns & Asstt
Hindustani Schools have power
rivilege leave to their Subordinates
d not exceeding 1 month
& Dy Inspns have power
of Casual leave to their

ise See powers as to leave of the
Asstt Dy Inspns in the Rules —

11 17	That when a School is closed for more than 2 months on account of plague, fees may be levied for the 1st 2 months only and excused for the Remaining months until the School reopens.	The 2 Gl states that there has been much loss of fees caused by the closing of Schools on account of plague. Therefore it was recently resolved to levy fees throughout the period during which a School remained closed. The Conference recommends the levying of fees only during the 1st two months. Most of the Schools closed are reopened within 2 months. The 2 Gl is of opinion that the Resolution may be approved.	Cir 2 Gl, the ordered levied during closed on Vide G In par was aske garding Heads fo quarter circular and it No 7858 8295 th fees du is clos Establ during resol favo
18	That Domestic Economy may be prescribed in place of History in the IV & V class for Girls' Schools	Nil	

mj

e commendation of the
of have recently
fees should be
g the whole period
ch a School remains
ccount of plague.
No 6532/5a(1&4-04)-b 26/1/05 × N
of the same order the Dy C
Subjoint his opinion re
erection of temporary
ding Schools in infected
forwarded a departmental
- the erection of Sheds
approved (Vide G.O
26/3/03).
ief Reason for keeping
the period a School
that the cost of
ent is maintained
period. The present
s however seems to deserve
Consideration
done.

× 2

WD
27/7/05

Facing Sheet for Cases included in the schedule appended to Notification No 36 of the 8th Aug 1902

15-15/m

21

GENERAL AND REVENUE SECRETARIAT

Subject— Proceedings of the General and Departmental Educational Conferences held at Bangalore in March 1905

	Date	Initial of Officer himself or responsible Deputy
Received in the Secretariat	5 7 05 / 13 7 05	
Submitted to Secretary	8 7 05 / 27 7 05	
Submitted by Secretary to ~~Dewan or~~ Councillor in charge ~~and to the Dewan~~	8 7 05 / 27 7 05 / 11 7 05 / 28 7 05	
Returned to Secretary	25 12 05	
Circulated by Secretary for Council	26 12 05	mdd
Forwarded by Councillor		
Forwarded by 2d Councillor	3 1 06	
Received in Secretariat	4 1 06	
Considered in Council	7-3 06	mdd
Submitted to the Dewan	12 3 06	mdd
Submitted to His Highness	16 3 06	
Orders passed by His Highness	20 3 06	
Final Orders issued	29-3 06	
Circulated to Councillors the 1st	5 4 06	Dewan
Passed on by the 1st Councillor	13 Apr 06	
Circulated to the 2nd Cr / Returned to Secretary by 2nd Councillor	16 4 06 / 17-4-06	Dewan

c 19/6 4 1906

D122 ~~224 of 04~~ — 13
ED (15-05) (1)

Edn 81]

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE

No 37 Enclos (5) Bangalore, 3rd July 1905
5

From (Enc 1 as inside)

H J BHABHA, Esq, Ina,
Inspector General of Education in Mysore

To B K Venkataravadaiengar Esq,
Secretary to the Government of H H.
the Maharaja of Mysore,
General and Revenue Depts,
Bangalore.

SIR,

With reference to Government Order No 12080-1 / ED (229 of 04)-2 dated the 30th ultimo, I have the honour to submit herewith for favour of orders five copies of the Report (with appendix) of the General Educational Conference held in March 1905, and to inform you that copies of the Report of the Departmental Conference will be shortly submitted I request that you will kindly obtain

Yrs Inspector General

the orders of Government for the Publication of the Report.

I have the honour to be
Sir
Your most obedient servant
W. Young
Inspector General.

(d 307 ed (15-05) - 2

Edn 81]

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE

No 81 Enclos 5 / 8 Camp Wallaur ~~Bangalore~~, 5th / 9 July 1905

From

H J BHABHA, Esq. Ind

Inspector General of Education in Mysore

To B K Venkatavaradiengar Esq,
Secretary to the Govt of H H,
the Maharaja of Mysore,
General Revenue Depts,
Bangalore

SIR,

In continuation of my letter No 37/5 dated the 3rd instant submitting 5 printed copies of the Report of the General Educational Conference, I have the honour to forward herewith 5 printed copies of the Report of the Departmental Conference, and to request that you will be so good as to obtain the orders of Government on the Report at your earliest convenience

I have the honour to be,
Sir,
Your most obedient Servant,
H J Bhabha
Ag Inspector General

Rec'd
12/7/05

Report

OF THE

Departmental Educational Conference,

20th MARCH 1905

No $\frac{11^{0}39}{697}$ of 1904 05

OFFICE OF THE INSPECTOR GENERAL OF EDUCATION IN MYSORE

BANGALORE, 25*th June* 1905

From

H J BHABHA, ESQ, MA,

Inspector General of Education in Mysore

To

B K VENKATA VARADA IYENGAR, ESQ,

Secy to the Govt of H H the Maharajah of Mysore,

Gen and Rev Departments, Bangalore

SIR,

I have the honour to inform you that the Departmental Conference sanctioned by Order No, 7816 48/Ed (229 04) 2, dated Bangalore 3rd March 1905, was held on the 20th March 1905 in the Public Offices Altogether 15 Departmental Officers exclusive of the President were appointed as members of the Conference by the above Order and Order No 8246 78/Ed (229 04) 3, dated Bangalore 11th March 1905 Of these 13 attended, and Messrs K N Veera bhadriah, BA, and M K Tirumalachar, BA, Deputy Inspectors, were absent

2 The lists of subjects brought up for discussion and the Resolutions passed are appended to this Report

3 The Educational Rules were rapidly gone through and most of the suggestions for amendments and alterations were accepted

4 The second Resolution referred to the construction of village school buildings It was represented by all departmental officers that as Government declined to provide standard buildings for village schools, villagers had to be contented with katcha buildings But they were unable to bear the whole cost which is estimated to be not less than Rs 300 in the case of the smallest build ing constructed to hold 30 pupils, of which villagers were unable to contribute more than about Rs 150 whether in cash, materials or labour The Conference was of opinion that at least one half the cost should be paid from public funds, and that the Assistant Commissioner and the Amildar in charge of the Taluk should be made responsible for helping the village school committees in collecting subscriptions and building school houses and in keeping them in a state of repair, a fund for the maintenance of each building being collected and kept by them in deposit in the Taluk Cutcherry

5 The third Resolution dealt with the improvement of the pay and status of Vernacular and Anglo Vernacular teachers in Taluk and village schools The pay of village school masters which is Rs 7, 10 and 12 has remained stationary since 1868, a very few teachers only having been granted more than Rs 12, with the exception of teacherships on Rs 5 which were abolished by Order No $\frac{18486\ 7}{\text{Ed F } 44\text{-}96}$ and No $\frac{8142\ 3}{\text{E } 294}$ dated 25th May 1899 and 17th January 1900 respectively Since 1868 the cost of living has enormously increas

ed, and the work of teaching has become far more exacting and requires far higher qualifications than when the village schools were first opened At present not less than 300 village schools are teaching upto the V or highest middle school standard There is hardly any prospect for a master who commences life on Rs 7 to get promotion Most of them do not get it at all before they retire, a few only rising to Rs 10 or 12 Taking roughly the total number of village teacherships at 2,000, the Conference was of opinion that not only should the pay be improved, but the numbers of appointments carrying higher salaries should be proportionately much larger than at present The proposed and present scales are compared below —

Proposed Scale		Present Scale	
400	Appointments on Rs 7 (Chiefly for Maidan Districts)	1326 on Rs	7
		18	8
600	Appointments on Rs 10 (Chiefly for Malnad parts)	438	10
		178	12
500	on Rs 12	26	15
400	do 15	10	20
100	do 20	4	25
		2	30
Total 2 000	Appointments	Total 2 002	Appointments

Similarly at Taluk stations the Conference recommended a minimum pay of Rs 10 and a maximum pay of Rs 25 for vernacular teachers, and a minimum pay of Rs 15 for English teachers rising to Rs 30, 40 and 50 in the case of Headmasters of Anglo Vernacular schools

The Conference also recommended that the pay of all peons of Taluk and Taluk Branch schools should be raised to Rs 6 Rs 5 a month is found to be too small a pay, and very few men can be induced to accept it for any length of time

6 The V Resolution involves a very important principle to which I beg to invite the earnest attention of Government The village schools are maintained from the Village School Fund which is formed chiefly of a share in the Local Cess of one anna collected for every Rupee of land excise and minor forset revenue The share of the village school Fund in the Local Cess amounts to about Rs 2, 10,000 a year According to the ruling principle of all grants in aid, Government should contribute from public funds as a grant in aid half of the local resources Taking the amount of local cess paid for schools as the villager s own money, they can claim a grant in aid of half the amount from the State Funds For the last six years since 1898 99 there has been no expansion of primary education in Mysore The Government of India considers it so important to advance primary education that it has made special grants of 5 lacs of Rs from the imperial Funds to each Province solely for the expansion of primary education At present only about 1,633 villages in Mysore are supplied with some kind of schools, while there are 2,976 villages with more than 300 inhabitants and villages with fewer inhabitants that have no schools of any kind Under these circumstances the Conference was of opinion that a grant in aid equal to half the amount paid from local sources should be contributed from the State Funds for the increase maintenance and improvement of village schools

7 At present besides the schools maintained directly from the Village School Fund there are some indigenous village schools which follow an easier curriculum than the one adopted in the departmental schools, and which are aided by results grants The Deputy Inspectors are of opinion that to such schools fixed monthly grants of Rs 5 should be given when the master has passed the Lower Secondary Examination The master's educational qualifica tion is a guarantee of fairly good work and unless he is assured of a minimum allowance for his maintenance he would not feel justified in opening a new school in a village where there has been none till now This idea has long struck me and the giving of a fixed monthly grant of Rs 5 to a qualified teacher seems to me a way of increasing the number of efficient village schools at a much less cost than is required for departmental schools

8 In Resolutions VII and VIII the Conference submits (1) that all appointments of Patels and Shanbhogues which are hereditary offices should be conferred only on such members of the family as have passed the III Upper Primary Standard in Vernacular and Arithmetic, and (2) that it be laid down expressly by Government that all Heads of Departments should be held respon sible to see that only those who have passed the Lower Secondary Examination are employed in appointments requiring a knowledge of only the vernacular in their departments

9 In Resolution X the Conference was of opinion "that in Bangalore and Mysore a fee of two annas be levied in the Middle Vernacular and Anglo-Vernacular classes of all girls schools except Hindustani girls schools" This was a more cautious resolution and one safer to follow in the beginning than Reso-lution IV of the General Educational Conference passed on the 18th March to the effect that a fee of two annas be levied at all District Headquarters in the middle Vernacular classes of all girls schools

10 Resolution XI confirmed by 9 notes against 4, the VI Resolution passed by the General Conference on the 18th March which was as follows — 'That the names of girls who absent themself without leave and without good reasons for more than three consecutive days or for six days altogether in a month be struck off, and they shall not be readmitted unless a readmission fee of one anna in the Lower Primary classes and of two annas in the Upper Primary and Middle classes is paid This rule has already formed the subject of a departmental circular No C 14, dated 17th December 1898

Mr Mahomed Beig, B A, was of opinion that Hindustani Girls' Schools should be exempted from the operation of this Resolution

11 The XII Resolution was in favour of giving scholarships to girls in the IV and V Vernacular as well as Anglo Vernacular classes Twelve members voted in favour of and two against the proposition

12 By Resolution XV the Conference appointed H H the Maharaja's birthday as Arbor Day for the planting of trees by boys of village schools Steps will be taken next year to carry out the Resolution

13 The XVII Resolution refers to the levying of fees during the period a school is closed on account of plague There has been much loss of fees caused by the closing of schools After a school is closed much delay usually occurs before it is reopened owing to the unwillingness of boys to return to school To prevent loss of fees and accelerate the reopening of schools it was lately resolved to levy fees throughout the period during which the schools remained closed The Conference was of opinion that fees might be levied for the first two months after a school was closed but not longer As most of the schools closed on account of plague are reopened within two months I recommend that the resolution may be approved and sanctioned by Government

14 I have the honour to request that Government may be pleased to pass such orders as they may think suitable on the resolutions passed at their early convenience

I have the honour to be,

Sir,

Your most obedient servant,

H J Bhabha
Inspr Gen of Educn
in Mysore

READ—

Letter No 7026—418, *dated the* 5*th February* 1905 *from the Inspector General of Education in Mysore, proposing the holding of an Educational Conference at Bangalore*

I have the honor to inform you that the Indian Education Commission recommended that Conferences (1) of officers of the Education Department, and (2) of such Officers with Managers of aided and unaided schools, should be held from time to time for the discussion of questions affecting education, the Head of the Department being in each case President of the Conference Such Conferences have not been held hitherto in Mysore I am of opinion that the time has come on account of the expansion of the Department and wide diffusion of education throughout the Province to hold such Conferences occasionally, whenever important measures have to be initiated At the Conferences all important educational questions will be freely discussed, misunderstandings will be removed, a clear insight into motives and reasons for the action taken by the Department will be afforded, and it is hoped the co operation and cordiality of all directly engaged in educational work will be secured The Conferences will be purely consultative and shall have no executive authority, and their decisions will not be binding on Government It is hoped that nearly all resolutions will be passed unanimously, but when there is a real difference of opinion on important questions votes may be taken and recorded The proceedings will be reported to Government for such action as Government may consider necessary

2 I would propose that the first Conference may be held in Bangalore from the 17th to 20th March 1905 The first day is a Mahomedan holiday, and the second a Saturday On these two days I propose to hold a *General Conference* of selected Officers of the Department as well as representative Managers of aided institutions and two others who take active interest in all educational movements The number of members should be strictly limited to experienced educationists or specialists I beg to recommend that the following gentlemen may be appointed members of the General Conference —

Departmental Officers	*Others*
Mr J Weir M A	Mr H V Nanjundayya M A M L
T Denham M A	K S Chendrasekhara Iyer B A B L
T R Venkatasami Naidu B A	M Shama Rao M A
C Krishna Rao B A	Rev D A Rees
V Subramanya Iyer B A	H Thorpe M A
M Srinivasa Rao B A	H Spencer B A
K N Virabhadriah B A	E P Rice B A
	Mr B Venkatapatiengar

3 On the third day which will be Monday the 20th March 1905, I would hold a Departmental Conference to discuss various Departmental matters that press for decision, composed of the following Officers —

Mr T R Venkatasami Naidu B A	Mr M Ramaswamaiya B A
C Krishna Rao B A	K Rangappa
V Subramanya Iyer B A	M K Tirumalachar B A
M Krishniengar B A	N Shama Rao B A
M Srinivasa Rao B A	S Gopala Rao
K N Virabhadriah B A	Mahomed Beig B A
S Rangacharlu	

4 Lists of subjects for discussion will be circulated to members before hand who will be asked to suggest other subjects which, if approved, will be included in the list of subjects for discussion

5 At the *General Conference* the Mysore Educational Rules which are in the Press will be discussed Five chapters of these rules have been printed Proofs of the chapters already printed will be circulated to all members beforehand These rules will include the curricula of Primary and Anglo Vernacular Schools

which have lately been subjects of popular discussion and agitation The Educational Rules will form an important subject of discussion Questions arising from the Government of India Resolution on Indian Educational Policy of 11th March 1904 will also be discussed The remainder of the Educational Rules as well as the Inspection Code and Grant in aid Code will be reserved for future Conferences

6 At the *Departmental Conference* the methods of teaching English in Anglo Vernacular Schools, the distribution of work of inspection and control between Deputy and Assistant Deputy Inspectors, the interpretation of the rules of grants in aid of indigenous village schools, the teaching of Agriculture in village schools, the formation of school gardens, the institution of an Arbor Day and other similar subjects will be discussed

7 The Conference will cause incidental charges of printing and travelling allowances for which I shall ask for special sanction

8 I request that Government may kindly sanction at their earliest convenience the convening of the Conference to enable me to make satisfactorily all preliminary arrangements

No 7816 48—Ed (229 04) 2, dated Bangalore, 3rd March 1905

Order thereon —In the letter read above Mr Bhabha proposes to arrange for holding at Bangalore for the first time this year, two Conferences, one on the 17th and 18th of March and the other on the 20th idem, the former for the discussion of Educational questions of general interest and the latter for the consideration of certain Departmental matters Government consider this a move in the right direction and accordingly approve of it

2 The list of questions given in the Inspector General's communication is necessarily not exhaustive, and it is believed that other important questions, if any, which might be placed before the Conferences either by the members or by other persons interested, will also be duly considered In this connection, Government observe that (i) the method of teaching English in Anglo Vernacular Schools, and the age and standard at which such teaching should be commenced, and (ii) the teaching of Agriculture in village schools, are matters more of general han of Departmental interest, and therefore come with in the province more of the first mentioned Conference than of the second On the other hand only so much of the Educational Code under preparation as deals with matters unconnected with Departmental discipline and management would come within the purview of the General Conference These are matters of detail which Government leave to be settled by the Conferences themselves

General Conference

Mr J Weir M A Principal Maharaja s College
, T Denham M A Professor of History Maharaja s College
, T R Venkatasami Naidu B A Assistant to the Inspector General of Education
, C Krishna Rao B A Head Master High School Tumkur
V Subramanya Iyer B A do Chikmagalur
, M Srinivasa Rao B A Deputy Inspector of Schools Mysore South
K N Virabhadriah B A Dy Inspector of Schools Bangalore
H V Nanjundayya M A M L Judge Chief Court
K S Chendrasekhara Iyer B A B L Deputy Secretary to Government
M Sham Rao M A Assistant Secretary with the Dewan
Rev D A Rees General Superintendent Wesleyan Mission
, H Thorpe M A
H Spencer B A
E P Rice B A
Mr B Venkatapatiengar, retired Deputy Inspector of Schools

The Inspector General recommends the names of the gentlemen noted in the margin as members of the two Conferences

Deprtmental Conference

Mr T P Venkatasami Naidu B A, Assistant to the Inspector General of Education
C Krishna Rao B A Head Master High School Tumkur
V Subramanya Iyer B A do do Chikmagalore
M Krishniengar B A do do Channapatna
M Srinivasa Rao B A, Deputy Inspector of Schools Mysore South
K N Virabhadriah B A do do Bangalore
S Ran_acharlu do do Kolar
M Ramasawamaiya B A, do do Tumkur
K Rangappa do do Shimonga
M K Tirumalchar B A do do Hassan & Kadur
N Sama Rao B A do do Chitaldrug
S Gopala Rao do do Mysore North
Mahomed Baig B A do do Hindustani Schools Eastern Circle

3 While approving of the selection of members made by the Inspector General, Government wish to add the names of the following gentlemen who should also be invited to the General Conference —

Mr J G Tait Professor Central College
Lieut R F Heale Tutor to the Yuvaraja
Mr K Ramachandra Pao B A Head Master London Mission High School Bangalore

Mr M Venkatakrishnaiya Head Master Marimallappa s School Mysore

4 The application for special sanction promised in para 9 of the Inspector General s letter will be awaited

5 The result of the proceedings of the Conferences should be reported in due course for the orders of Government

B K VENKATA VARADA IYENGAR,
Secy to Govt, Gen & Rev Dept

To—The Inspector General of Education in Mysore
The Members of the Conferences

READ—

Government Proceedings No 7816 48—Ed 229 04, dated the 3rd March 1905, sanctioning the holding of a General and a Departmental Educational Conference at Bangalore in March 1905

No 8246 78—ED (229 04) 3, DATED BANGALORE, 11TH MARCH 1905

ORDER THEREON —In addition to the gentlemen named in the order read above as members of the General and Departmental Educational Conferences, the following also are appointed as members —

For the General Conference

1 Rev J Smith, London Mission High School

2 Dr M Srinivasa Rao, Bacteriologist

For the Departmental Conference

1 Mr K Narain Iyengar, Head Master, Normal School

2 Mr K Narasimha Iyengar, Agricultural Lecturer, Normal School

B K VENKATA VARADA IYENGAR,
Secy to Govt, Gen & Rev Dept

To—The Inspector General of Education in Mysore

The Members of the Conferences

List of subjects for discussion at the Departmental Educational Conference held on the 20th March 1905

I Mysore Educational Rules cc I VII

II By what means can the construction of decent houses for rural schools be encouraged?

III The improvement of the pay and status of Vernacular and A V Teachers in Taluk and Village Schools

IV The interpretation of the rules for the grant in aid of Village Indigenous Schools

V The means of extending primary education in villages by grants in aid from State Funds

VI To suggest other means of extending primary education in villages

VII Subjects III, IV and V of the General Conference

VIII Subject VI of the General Conference

IX Subject VII do do

X Whether H H the Maharaja's birthday in June may not be made Arbor Day for the planting of trees by boys of every village school

XI Is any change required in the duties and powers of Assistant Deputy Inspectors as defined at present?

Supplemental list of subjects for discussion at the Departmental Conference held on the 20th March 1905

I Mr Mahomed Beg, B A, proposes to discuss whether it is not necessary to remit the fees in all Vernacular Schools for the months in which the Schools are closed on account of plague

II Mr M Sreenivasa Rao, B A, proposes
That Domestic Economy may be taught in all Girls' Schools in place of History and Geography

III Mr M Ramaswamayya, B A, proposes

(*a*) That the Standard of instruction in village indigenous schools may be raised

(*b*) That Desi Kasrat may be introduced into village Schools

(*c*) That grants to village indigenous schools may be fixed lump sum grants and not results grants

(*d*) That drawing be taught in High Schools and Middle Schools at District Head quarters

(*e*) That Annual Conferences of teachers may be held at the Head quarters of Districts at the time of holding the Lower Secondary Examination

(*f*) That Murison's first work in English be removed from the curriculum of Middle Anglo Vernacular Schools

(*g*) That village accounts may be taught in the III Vernacular Standard

(*h*) That fees be remitted for the period a school is closed on account of plague

PROCEEDINGS OF THE DEPARTMENTAL CONFERENCE, 20th MARCH 1905

PRESENT

Mr H J Bhabha M A President
T R Venkatasami Naidu B A
C Krishna Rao B A
V Subramanya Iyer B A
M Krishnaiengar B A
M Srinivasa Rao B A
S Rangacharlu

Mr M Ramaswamayya B A
K Rangappa
M Shama Rao B A
S Gopala Rao
Mahomed Baig B A
, K Naraniengar B A
K Narasimiengar

I The Educational Rules were gone through and most of the suggestions for amending and altering them were accepted

II (*a*) This Conference is of opinion that as a rule a kutcha building for a village school which should be covered with Mangalore tiles for accommodation of 30 boys should not be constructed at a cost of less than Rs 300 of which Rs 150 at least should be contributed by the people either in cash materials or labour In the case of Hindustani schools the Government contribution may be more than one half

(b) This Conference is of opinion that Assistant Commissioners in charge of the Taluks and Amildars should be made responsible for helping the village School Committees in collecting subscriptions and building school houses and in keeping them in a state of repair, a fund for the maintenance of each building being collected and kept by them in deposit in the Taluk Treasury

III This Conference respectfully and earnestly submits (1) that the pay and status of village school masters may be improved by fixing the scale of pay at Rs 7, 10, 12, 15 and 20 The numbers of appointments and the salaries may be as follow, taking the total number of appointments to be 2,000

400 on Rs 7 (Chiefly for Maidan Districts)
600 on Rs 10 (Chiefly for Malnad Districts)
500 on Rs 12
400 on Rs 15
100 on Rs 20

(2) That for Vernacular School masters in taluk stations the minimum pay be Rs 10 and the maximum Rs 25

(3) That for Anglo Vernacular or English teachers the minimum pay be Rs 15 and that it rise in the case of Head Masters to Rs 30, 40 and 50

(4) That Government may be pleased to appoint Head Masters of large village and taluk schools as members of the Village Unions, Taluk Municipalities, and Taluk Boards

(5) That the pay of all peons in Taluk and Taluk Branch Schools may be raised to Rs 6 Without this pay it is not possible to get efficient peons or to retain them long in service

IV The rules for grants in aid of village indigenous schools were read out and explained

V This Conference respectfully submits for the consideration of Government that a grant equal to 50 per cent of the income of the Village School Fund may be made to it from the state Funds, for the purpose of extending and improving primary education throughout the Province

VI This Conference submits that with a view of increasing the number of aided village schools a fixed monthly grant of Rs 5 be given from State Funds to passed men who may have maintained a village school in a fair state of efficiency during the previous 12 months in a locality where there are no other primary schools.

VII This Conference submits that in the interests of primary education in villages that the appointments of Patels and Shanbhogues be held in future only by those who have passed the Primary Examination by the III Standard in Vernacular and Arithmetic

VIII This Conference submits that in the case of all vernacular appointments in Government Service Heads of Departments be directed to see that only those who have passed the Lower Secondary Examination are employed in future

IX This Conference is of opinion that provision should be made for at least two inspections during the year of each village school by strengthening the Inspecting Staff

X That in Bangalore and Mysore a fee of 2 annas be levied in the middle Vernacular and Anglo Vernacular classes of girls' schools except Hindustani Girls' Schools

XI That Resolution VI passed by the General Conference on the 18th March be confirmed 9 members voted in favour and 4 against Mr Mahomed Beig, B A was of opinion that Hindustani Girls Schools should be exempted from the operation of this Resolution

XII Resolved that a few scholarships are needed for Girls in the IV and V Vernacular and Anglo Vernacular classes The Resolution was passed by 12 votes for and 2 against

XIII That it is desirable to have a special curriculum for rural primary schools

XIV That the grant of Rs 1200 for School Gardens in the Current year's budget be distributed as follows

Rs 100 for Nanjangud, Sosale, Mangala and Kuderu each in Mysore South District

Rs 100 for Siralkoppa, Rs 86 for Chiknaikanhalli and Sira each, Rs 100 for Goribidnur, Rs 186 for Tumkur of which Rs 100 will be for a pump, Rs 86 for Yedatore, Rs 100 for Chikmagalur,—Total Rs 1,144

XV That His Highness the Maharaja's Birthday be appointed Arbor Day for the planting of trees by boys of every village school

XVI That Deputy Inspectors may be authorised to grant 3 months' privilege leave, and that Assistant Deputy Inspectors may be empowered to grant one month s privilege leave, one month s leave without pay, and one month s leave on Medical Certificate, and to make arrangements for carrying on the work during he periods of leave

XVII That when a school is closed for more than two months on account of plague fees may be levied for the first two months only and excused for the remaining months until the school re opens

XVIII That Domestic Economy may be prescribed in place of History in the IV and V Class for Girls' Schools

H J BHABHA,

President

G R S 28]

Ed. File No 15-03-
Serial No 5

Diary No of letter replied to 1222/307

Proceedings of the Government of His Highness the Maharaja of Mysore

GENERAL AND REVENUE SECRETARIAT
(Ed.)

Dated, the 26th March 1906

Date of issue 29-3-06

Signed by [illegible]

READ —

Letter No 37/5 dated the 3rd July 1905 from the Inspector General of Education in Mysore submitting for orders five copies of the report of the General ~~Educational~~ UNDER PUBLICATION Conference held in March 1905 in pursuance of the Govt order No 7016-48 Ed(229-02)-2 dated the 31st March 1905, and requesting permission ~~of the Govt~~ for the publication of the report

over

SUBJECT

MGCI L—40,000—24-05

2) Letter No. 81 dated the 5th July 1905 from the same Officer submitting in Continuation 5 Copies of the report of the Departmental Conference.

Order thereon 10046 Ed(A)-05 29-3-06

The reports of the Proceedings of both the Conferences have been read by Government with much interest and they desire that their thanks be Communicated to all the gentlemen who took part in them.

2) Subjects requiring the special orders of Govt should be separately recorded upon by the D. of Education who will, in the meantime, publish the Proceedings of both the

3 ED 15-03

GRS 27]

GENERAL AND REVENUE SECRETARIAT

(*Continuation Sheet Draft form*)

the Conference for the information of the public

27/3/06

To, 26/3/06

The D. G of Education

Secy

27/3/06

Secretary to Govt

28/3.

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REPORT

OF THE

GENERAL EDUCATION CONFERENCE.

1905

No $\frac{10727}{674(a)}$ 1904—05

OFFICE OF THE INSPECTOR GENERAL OF EDUCATION IN MYSORE

BANGALORE, *8th June* 1905

From

H J BHABHA, Esq, M A,

Inspector General of Education in Mysore

To

B K VENKATA VARADA IENGAR, Esq,

Secy to the Govt of H H the Maharajah of Mysore,

Gen and Rev Departments, Bangalore

With reference to Order No 7816 18/Ed (229-04)-2 of 3rd March 1905 and Order No 8246-18/Ed (229-04) 3 dated 11th March 1905, I have the honour to report that the General Education Conference was held in the Council Room of the Public Offices on the 17th and 18th March 1905 All the members invited to the Conference in accordance with the above orders were present except the following

Mr J Weir, M A

Mr J G Tait, M A

Mr K N Veerabhadraih, B A

Mr B Venkatapathiengar

The Rev J Smith

2 The General Conference commenced sitting punctually at 11 A M, on the 17 The subjects discussed and the resolutions arrived at after discussion appended as well as full notes of the proceedings of the Conference which give details of the discussions

3 The first question taken up was the principle of Section 8, Chapter I, Mysore Educational Rules, which lays down that 'No boy shall be admitted into the I Class of an Anglo Vernacular School who has not passed the II Vernacular Standard' This subject has been hotly discussed in some papers and elsewhere for a long time past It was fully discussed from 11 A M to 2 P M on the first day in the Conference from every point of view as will be seen from the notes of the proceedings As all details of the discussion are fully given in the Appendix to this Report, it is unnecessary to refer at any length to the course of the discussion Mr Venkatakrishnaiya first proposed *that English should be taught from the Infant Classes upwards* He then on the suggestion of his friends changed his mind and proposed *that English might be permitted to be commenced from the second Vernacular Class, that is after passing the I Vernacular Standard, one year earlier than at present* Mr Chandrasekhara Iyer seconded the altered proposition on the ground that thereby the course from the Infant to the Matriculation Standard would be reduced from eleven to ten years It was shown that such a reduction in the length of the course would not be possible, and that if this proposal were adopted the course of English instruction upto the Matriculation Standard, which is already too long in Mysore being one of eight years against a course of seven years in Bombay, would be still more

lengthened out into one of nine years Before Mr Venkatakrishnaiya's pro position was put to the vote, Mr Chandrasekhara Iyer in the course of the discussion proposed *that the Lower Secondary course might be reduced from eight to seven years* Mr Nanjundaiya seconded Mr Chandrasekhara Iyer s propo sition But when it was shown that the proposal was impracticable and that the course upto the Lower Secondary Examination could not be reduced to one of seven years, Mr Chandrasekhara Iyer withdrew his proposition Mr Chandrasekhara Iyer also withdrew his consent to Mr Venkatakrishnaiya s proposition Mr Nanjundaiya then seconded Mr Venkatakrishnaiya s proposi tion "*that the teaching of English may be permitted to be commenced after passing the I Vernacular Standard*' Dr M Srinivasa Rao proposed an amendment *that "shall be substituted for "may' in the proposition* This amendment was not seconded and was therefore lost The proposition of Mr Venkatakrishnaiya which was seconded by Mr Nanjundaiya was then formally put to the vote The proposer, seconder and Mr Chandrasekhara Iyer voted for it Thirteen members voted against it and one member did not vote The proposition was lost

4 I hope that this vexed question will now be finally set at rest An immense amount of time has been spent during the last few years on the dis cussion of this question An authoritative pronouncement of Government s opinion will put a stop to all further discussion into which much feeling has been unnecessarily imported The whole course from the Infant to the Matriculation Class in Mysore is one of eleven years, as it is in most provinces of India If a boy commences the course in the Infant Class when he is 4 or 5 years old he can matriculate at the age of 15 or 16 I would add that though I cannot appreciate or approve it, I can understand the desire of parents whose sons commence their education late to push them on as early as possible to the University But this desire can only be obtained by the sacrifice of all true principles of primary education now recognised everywhere since Froebel s time, and by the adoption to a large extent of the old Indian methods of training the memory alone and neglecting other faculties of the mind such as the powers of reasoning and observation, and the child s spontaneous activity If attention is confined to the literary portion alone of the curriculum, namely, reading writing arithmetic grammar and geography, it would be possible to contract the Lower Secondary course for a pupil going up to the University to one of five to seven years, but all true methods and principles of primary education must be neglected in the hurry to matriculate, and the result would be a one sided edu cation which cultivates the memory alone and is in the long run disadvantageous to the boy even from the point of view of worldly success and usefulness in life I am aware that the improved primary curriculum first introduced into the Mysore Schools from January 1893 is not perfect, but it is a vast improvement over the old one which it replaced If a parent desires to shorten the school course of his son for reasons of his own, he can do so by taking advantage of the concession allowed by the note to Section 8 of the Educational Rules He may prepare his boy in literary subjects at home and get him admitted straight into the I A V Claas of a School for the first time

5 The second Resolution "*that the Mysore Lower Secondary Exami nation in English be allowed to continue in its existing form for the present* was passed *nem con* There are at present 111 A V Middle Schools besides the Middle departments of High Schools The Lower Secondary examination is not at present compulsory for pupils of the middle departments of High Schools, but most pupils of the V A V class in High Schools do appear at the Lower Secondary Examination For the 111 A V Schools the Lower Secondary exami nation provides a uniform test either as a leaving examination for those who dis continue study after going through a middle school, or as an admission examination into the IV Form of a High School for those who wish to continue their studies In both ways the examination serves very useful purposes If inspecting officers have to examine the V Classes of all V V Schools in the months of November and December and give certificates to those who are successful, their number will have to be greatly increased and the examination will not be uniform On the

other hand Head Masters of High Schools will have to examine every applicant for admission to their III Form, and even if the days for the admission examination are notified beforehand instances will frequently occur of students seeking admission on other dates Moreover the admission examinations of the different High Schools would not be strictly uniform, and it will not seldom happen that a boy rejected by one Head Master may be accepted by another Moreover the objections of the Government of India to a Middle School conducted in all subjects in English do not I submit apply to the Mysore Lower Secondary Examination, in which candidates are examined in all subjects in their vernacular except in English language as a subject and arithmetic The charges of cramming and overpressure are far less applicable to the Mysore examination than other Middle School Examinations which are conducted in all subjects in English The Lower Secondary Examination in English however may be made a voluntary examination, and no pupil whether belonging to a High or Middle School need be compelled to pass it

6 On the second day of the Conference all members who attended on the first day were present with the exception of Dr M Srinivasa Rao I shall refer briefly to the most important resolutions passed on the second day

7 After considerable discussion, resolution II proposed by the Rev D Rees and seconded by Mr K S Chandrasekhara Iyer was passed *nem con* as follows —

"*That this Conference desires to draw the attention of Government to the large expenditure per pupil in Government schools as compared with the cost per pupil of the same standard of education in Aided Schools They would also draw attention to the difference in the proportion of fees levied to the total expenditure of Government and Aided Schools respectively*

"*This Conference asks that Government will appoint a Committee to consider the whole question with a view to discovering the causes of this disparity and adopting such remedies as may be necessary*'

The discussion which led to this resolution commenced with the consideration of subject I (a) in the supplemental list, "*Whether in localities in which public institutions under public management exist side by side with public institutions under private management, the rates of fees in institutions of the former class should not be slightly in excess of those prescribed for schools of the latter class*

The Managers of Aided High Schools are of opinion that Government have been spending freely in equipping their High Schools with laboratories, libraries, students homes &c and paying the staffs of teachers much higher rates of pay than the Managers of Aided High Schools can afford while the fees charged in both Government and Aided Schools are the same In Madras Aided institutions are permitted to levy lower fees than the corresponding Government institutions As however the rates of fees sanctioned in Mysore are low enough, the aided schools are unable to charge lower rates The principle that fixes the maximum amount of grant to Aided Schools at half the local resources implies that the total cost of an Aided School should not exceed three times the amount of fee collections The Managers of the Aided Schools contend that if this principle is observed in the case of their schools, it should also be observed in the case of Government Institutions in which the total expenditure should not be more than three times the total amount of fees collected I admit that there is great force in this contention I am aware that the Managers of the Aided High Schools in Mysore have been considering for a long time past the disadvantages under which they have to compete with the far more richly equipped institutions of Government Mr Ramachandra Rao suggested one means of equalising the conditions for both sets of schools by making the fees of Government Institutions 25 per cent higher than the fees of Aided Schools This struck me as a more feasible way out of the difficulty than to ask Government to cut down the expenditure in their own schools The conference however considered it best to place the difficulty before Government and let the Government find a remedy after obtaining if necessary the opinion of a

Special Committee appointed to inquire into the grievance of the managers of Aided Schools The Conference therefore passed the II Resolution in the form given above

8 The next important resolution passed on the second day was Resolution III with reference to Section I, Chapter V, of the Educational Rules which is as follows —

" The following courses of instruction and standards of examination are prescribed for all Public Schools whether Government, Municipal, Aided or Unaided "

In connection with this subject a great deal was talked about the liberty of the people and the right of Managers of Aided Schools to make experiments and adopt new subjects of instruction and new methods A great deal of the talk seemed to me irrelevant The introduction of new subjects and new methods can always be proposed by the Managers of Aided Schools and will be accepted by the Department if they are approved The very fact of inviting these Managers to discuss the Educational Rules shows that Government are desirous to obtain their views and suggestions before the rules are prescribed Freedom in the internal management of their schools, the Managers have always had They have also enjoyed freedom in choosing their own text books But to give them entire freedom to arrange their own curriculum would be dangerous and liberty would perhaps degenerate into license In the matter of school hours the Managers of the Aided High Schools have not I fear set a wholesome example, and in some schools Algebra and Euclid have been taught in the IV and V A V classes although these subjects have been abolished in the corresponding classes of Government Institutions Conferences can be held from time to time or representations of suggestions for reform can be easily attended to It is no hardship to conform to a curriculum approved by both Government and the Managers of Aided Schools It is a condition of giving a grant in aid everywhere, so far as I know, that the Aided Schools should follow the courses of instruction prescribed by the Department, and in the Central Provinces an additional condition is laid down " that the time devoted to secular teaching is sufficient and the studies are conducted in accordance with a time table approved by the Inspector General of Education Mr Rice contended that there was ambiguity in the word " prescribed As for as it appeared to me and most of the members of the Conference there is no ambiguity in the word A rule is prescribed to those that are expected to follow it I explained that the hours given in parenthesis against each subject were not to be rigidly followed but were for the general guidance of teachers Mr Rice proposed that Section 1, Chapter V might be altered as follows —

" The following courses of instruction and standards of examination are prescribed for all Government and Municipal Schools and published for the guidance of all aided and unaided Public Schools

Mr Thorp seconded the proposition Mr Venkatasamy Naidu proposed an amendment He proposed to add the following words to section 1

" The hours indicated in parenthesis against each subject are for the guidance of teachers '

After considerable discussion the sense of the majority of members was that it should be expressly stated in section 1

" That the time allotted to each subject in the courses of instruction is for the general guidance of teachers '

This addition was agreed to by all members But Mr Rice and his supporters while accepting this addition were of opinion that they should enter a dissenting minute This dissenting minute took some time to prepare and was

handed in to me in the evening after the proceedings of the Conference closed I was therefore unable to ascertain the views of the whole Conference upon it The minute is as follows —

"Owing to the possibility of an interpretation being given to the word 'prescribe which is neither contemplated by the Government of Mysore nor in accordance with the recommendation of the Government of India, the under signed members of the Eductional Conference think that clause 1 of Chapter V should read as follows —

"The following courses of instruction are prescribed for all Government and Municipal Schools and are published for the benefit and guidance of all other schools

(Signed) Edward P Rice
" W H Thorp
" H Spencer
" D A Rees
" M Venkata Krishnaiah
" K Ramachandra Row '

As I have already stated above, I see no ambiguity in the word 'prescribed ' I think all reasonable objections to Section 1 have been met by the addition made to it by Resolution III

9 When the Conference assembled again after lunch, the first important subject discussed was "*the means of improving regularity of attendance in Girls Schools in which education is free* It was proposed during the discussion of this subject by me that if a girl absented herself without good reason or without obtaining leave previously for more than three days in the month, her name shuld be struck off the register and a readmission fee of 2 annas should be charged if she came back to the Primary and of 4 annas if she came back to the Middle Department

Before the Conference could come to a decision about this proposal, it was thought that the next subject on the list *viz* "*whether low fees may not be levied in all Upper Primary and Middle departments of Girls' Schools at important District Head Quarters such as Bangalore or Mysore,* should be considered first, as the levy of fees would probably steady the attendance Mr Shama Rao proposed and Mr Venkatakrishnaiya seconded the proposition "*that in all District Head Quarters a fee of two annas be levied in the Middle Vernacular classes of Girls' Schools* This proposition was carried *nem con* The Rev D A Rees then proposed and Mr Denham seconded the proposition "*that in all District Head quaters a fee of one anna be charged in the Upper Primary classes of Girls Schools* " Seven members voted for this proposition and seven against it The President gave his casting vote in favour of the proposition I felt that if a fee was levied in the Middle Department and none was levied in the Upper Primary Classes, the fee levied in the Middle Classes would probably discourage girls from proceeding higher than the Upper Primary Classes, whereas if both girls and their parents were accustomed to pay fees from the II Class upwards, the higher fee levied in the Middle Clas es would not be felt as a hardship or discouragement I recommend that fees may be levied at the rates specified above in the Upper Primary and Middle Departments of all Girls' Schools at District Head quarters

To improve regularity of attendance it was then proposed

"*That the names of girls who absent themselves without leave and without good reasons for more than three consecutive days or for six days altogether in a month, shall be struck off and they shall not be re admitted unless a re admission fee of one anna in the*

Lower Primary Classes and of two annas in the Upper Primary and Middle Classes be paid"

This proposition was passed *nem con*

10 The next subject considered was "*Whether a few scholarships are needed in* (1) *the IV and V vernacular classes and* (2) *the IV and V A V classes of Girls Schools*' During the discussion of this subject the system of giving large scholarships in the Maharani's College was referred to and strong views were expressed by some members regarding the excessive liberality with which scholarships were provided for one special institution like the Maharani s College It was agreed ultimately not to refer specifically to the scholar ships in force in the Maharani s College Mr Rees proposed and Mr Thorp seconded the proposition "*that this conference is of opinion that scholarships in the Primary and Middle Departments of Girls Schools are not needed except in the IV and V A V classes*" Thirteen members voted in favour of this proposition and Mr Venkata Krishnaiya voted against it The proposition was passed

11 The next subject considered was "*whether a special curriculum may not be prepared for rural primary schools in Mysore*" By a special curriculum was meant one in which the quantity of Arithmetic, History and Geography was to be reduced, and special readers were to be introduced written in the simplest language in common use and containing lessons on 'the science of every day life' and on elementary principles of agriculture It was resolved unanimously that

"*This Conference is in favour of a special course for rural primary schools in Mysore which should include lessons on elementary principles and practice of agri culture*"

12 The consideration of the 7th subject "*How far and by what means elementary principles of agriculture may be practically taught in Village Schools*' was omitted, as it was partially dealt with in the last resolution and there was no time left for full discussion

13 Mr Nanjundaiya then proposed that "*This Conference recommends that Government should encourage the preparation of books by competent authors in Kannada on all subjects suitable for all courses of instruction where the present supply is inadequate*

The resolution was passed *nem con*

14 Before the proceedings closed at 6 p m, Mr Rice proposed and Mr Rees seconded the following proposition —

"*This Conference records its appreciation of the honour done by Government to members of the Conference by inviting them to the Conference and desires to convey its thanks to Government through the President*

15 I request that Government may be pleased at their early convenience to pass suitable orders on the important resolutions passed after full discussion at this Conference

16 I shall make a separate reference to Government about the Mysore Educational Rules which were discussed and approved by the General Conference as well as the Departmental Conference I submit however for reference a copy of the Rules in the form in which they were placed before the Conference

I have the honour to be,
Sir,
Your most obedient servant,

H J Bhabha
Inspr Genl of Educn

READ—

Letter No 7026—418, *dated the* 5*th February* 1905 *from the Inspector General of Education in Mysore, proposing the holding of an Educational Conference at Bangalore*

I have the honor to inform you that the Indian Education Commission recommended that Conferences (1) of Officers of the Education Department, and (2) of such Officers with Managers of aided and unaided schools, should be held from time to time for the discussion of questions affecting education, the Head of the Department being in each case President of the Conference Such Conferences have not been held hitherto in Mysore I am of opinion that the time has come on account of the expansion of the Department and wide diffusion of education throughout the Province to hold such Conferences occasionally, whenever important measures have to be initiated At the Conferences all important educational questions will be freely discussed, misunderstandings will be removed, a clear insight into motives and reasons for the action taken by the Department will be afforded, and it is hoped the co operation and cordiality of all directly engaged in educational work will be secured The Conferences will be purely consultative and shall have no executive authority, and their decisions will not be binding on Government It is hoped that nearly all resolutions will be passed unanimously, but when there is a real difference of opinion on important questions, votes may be taken and recorded The proceedings will be reported to Government for such action as Government may consider necessary

2 I would propose that the first Conference may be held in Bangalore from the 17th to 20th March 1905 The first day is a Mahomedan holiday, and the second a Saturday On these two days I propose to hold a *General Conference* of selected Officers of the Department as well as representative Managers of aided institutions and two others who take active interest in all educational movements The number of members should be strictly limited to experienced educationists or specialists I beg to recommend that the following gentlemen may be appointed members of the General Conference —

Departmental Officers	*Others*
Mr J Weir M A	Mr H V Nanjundayya M A M L
F Denham M A	K S Chendrasekhara Iyer B A B L
T R Venkatasami Naidu B A	M Shama Rao M A
C Krishna Rao B A	Rev D A Rees
V Subramanya Iyer B A	H Thorpe M A
M Srinivasa Rao B A	H Spencer B A
K N Virabhadriah B A	E I Rice B A
	Mr B Venkatapatiengar

3 On the third day which will be Monday the 20th March 1905, I would hold a Departmental Conference to discuss various Departmental matters that press for decision, composed of the following Officers —

Mr T R Venkatasami Naidu B A	Mr M Ramaswamaiya B A
C Krishna Rao B A	K Rangappa
V Subramanya Iyer B A	M K Tirumalachar B A
M Krishniengar B A	N Shama Rao B A
M Srinivasa Rao B A	S Gopala Rao
K N Virabhadriah A A	Mahomed Beig B A,
S Rangacharlu	

4 Lists of subjects for discussion will be circulated to members before hand who will be asked to suggest other subjects which, if approved, will be included in the list of subjects for discussion

5 At the *General Conference*, the Mysore Educational Rules which are in the Press will be discussed Five chapters of these rules have been printed, proofs of the chapters already printed will be circulated to all members beforehand These rules will include the curricula of Primary and Anglo Vernacular Schools which have lately been subjects of popular discussion and agitation The Educational Rules will form an important subject of discussion Questions arising from the Government of India Resolution on Indian Educational Policy of 11th March 1904 will also be discussed The remainder of the Educational Rules as well as the Inspection Code and Grant in aid Code will be reserved for future Conferences

6 At the *Departmental Conference* the methods of teaching English in Anglo Vernacular Schools, the distribution of work of inspection and control between Deputy and Assistant Deputy Inspectors, the interpretation of the rules of grants in aid of indigenous village schools, the teaching of Agriculture in village schools the formation of school gardens, the institution of an Arbor Day and other similar subjects will be discussed

7 The Conference will cause incidental charges of printing and travel ling allowances for which I shall ask for special sanction

8 I request that Government may kindly sanction at their earliest convenience the convening of the Conference to enable me to make satisfactorily all preliminary arrangements

No 7816 48—Ed (229 04) 2, dated Bangalore, 3rd March 1905

Order thereon —In the letter read above, Mr Bhabha proposes to arrange for holding at Bangalore for the first time this year, two Conferences, one on the 17th and 18th of March and the other on the 20th idem , the former for the discussion of Educational questions of general interest and the latter for the consideration of certain Departmental matters Government consider this a move in the right direction and accordingly approve of it

2 The list of questions given in the Inspector General s communica tion is necessarily not exhaustive, and it is believed that other important ques tions, if any, which might be placed before the Conferences either by the mem bers or by other persons interested, will also be duly considered In this con nection, Government observe that (1) the method of teaching English in Anglo Vernacular Schools, and the age and standard at which such teaching should be commenced, and (11) the teaching of Agriculture in village schools, are matters more of general than of Departmental interest, and therefore come within the province more of the first mentioned Conference than of the second On the other hand only so much of the Educational Code under preparation as deals with matters unconnected with Departmental discipline and management would come within the purview of the General Conference These are matters of detail which Government leave to be settled by the Conference, themselves

The Inspector General recommends the names of the gentlemen noted in the margin as members of the two Conferences

General Conference

Mr J Weir M A Principal Maharaja s College
T Denham M A Professor of History Maharaja s College
T R Venkatasami Naidu B A Assistant to the Inspector General of Education
C Krishna Rao B A Head Master High School Tumkur
V Subramanya Iyer B A do Chikmagalur
M Srinivasa Rao B A Deputy Inspector of Schools Mysore South
K N Virabhadriah B A Deputy Inspector of Schools Bangalore
H V Nanjundayya M A B L Judge Chief Court
K S Chendrasekhara Iyer B A B L Depity Secretary to Gov ernment
M Sham Pao M A Assistant Secretary with the Dewan
Rev D A Rees General Superintendent Wesleyan Mission
H Thorpe M A
H Spencer B A
E P Price B A
Mr B Venkatapatiengar retired Deputy Inspector of Schools

Departmental Conference

Mr T I Venkatasami Naidu B A Assistant to the Inspector General of Education
C Krishna Rao B A Head Master High School Tumkur
V Subramanya Iyer B A do do Chikmagalore
M Krishniengar B A dy do Channapatna
M Srinivasa Rao B A Deputy Inspector of Schools Mysore South
K N Virabhadriah B A do do Bangalore
S Pangacharlu do do Kolar

Mr M Ramaswamiya B A	Deputy Inspector of Schools		Tumkur
K Rangappa	do	do	Shimoga
M K Tirumalachar B A	do	do	Hossam & Kadur
N Shamo Rao B A	do	do	Chitaldrug
S Gopala Rao	do	do	Mysore North
Mahomed Beig B A	do	do	Hindustani Schools Eastern Circle

3 While approving of the selection of members made by the Inspector General, Government wish to add the names of the following gentlemen who should also be invited to the General Conference —

Mr J G Tait Professor Central College
Lieut R F Heale Tutor to the Yuvaraja
Mr K Ramachandra Rao B A Head Master London Mission High School Bangalore

Mr M Venkatakrishnaiya Head Master Maimallappa's School Mysore

4 The application for special sanction promised in para 7 of the Inspector General's letter will be awaited

5 The result of the proceedings of the Conferences should be reported in due course for the orders of Government

B K VENKATA VARADA IYENGAR,

Secy to Govt, Gen & Rev Dept

To—The Inspector General of Education in Mysore

The Members of the Conferences

READ—

Government Proceedings No 7816 48—Ed 229 04, dated the 3rd March 1905, sanctioning the holding of a General and a Departmental Educational Conference at Bangalore in March 1905

No 8246 78—ED (229 04) 3, DATED BANGALORE, 11TH MARCH 1905

ORDER THEREON —In addition to the gentlemen named in the order read above as members of the General and Departmental Educational Conferences, the following also are appointed as members —

For the General Conference

1 Rev J Smith, London Mission High School

2 Dr M Srinivasa Rao, Bacteriologist

For the Departmental Conference

1 Mr K Narain Iyengar, Head Master, Normal School

2 Mr K Narasimha Iyengar, Agricultural Lecturer, Normal School

B K VENKATA VARADA IYENGAR,

Secy to Govt, Gen & Rev Dept

To—The Inspector General of Education in Mysore

The Members of the Conferences

Exd —C R

LIST OF SUBJFCTS PLACED BEFORE THE GENERAL EDUCATIONAL CONFERENCE, 17*th and* 18*th March* 1905

I Mysore *Educational Rules* with special reference to Chapter I, Section 8 and Chapter V, Sections 3 and 4

II Whether with reference to para 12 of the Government of India Resolution on Indian Educational Policy dated 11th March 1904 the Mysore Lower Secondary Examinations as now conducted should not be allowed to continue in force

III The means of improving regularity of attendance in Girls' Schools in which education is free

IV Whether low fees may not be levied in the upper primary and middle departments of girls' schools at important district headquarters such as Bangalore and Mysore

V Whether a few scholarships are needed in (1) the IV and V Vernacular classes of girls' schools and (2) the IV and V A V classes of girls schools

VI Whether a special curriculum may not be prepared for rural primary schools in Mysore

VII How far and by what means elementary principles of agriculture may be practically taught in village schools

Supplemental list of subjects placed before the General Educational Conference 17*th and* 18*th March* 1905

1 Mr K Ramachandra Rao, B A, suggests the following subjects for discussion —

(*a*) Whether in localities in which public institutions under public management exist side by side with public institutions under private management, the rates of fees in institutions of the former class should not be slightly in excess of those prescribed for schools of the latter class

(*b*) Whether it be not sufficient if candidates for the Mysore Lower Secondary examination be required to study the elements of Physical Geography together with the Geography of India or at the most that of the British Empire in detail

(*c*) Whether the teaching of English in the schools of the Province does not commence at too early a stage and whether it be not necessary to call attention to the danger resulting from such an early introduction of the study of English in Schools

2 Mr C Krishna Rao, B A, suggests

That the prospects of graduate teachers in class D I be improved by making their increments annual instead of biennial

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RESOLUTIONS OF THE GENERAL EDUCATIONAL CONFERENCE, 17*th March* 1905

PRESENT

Mr H J Bhabha M A President
T Denham M A
T R Venkatasami Naidu B A
C Krishna Rao B A
V Subramanya Iyer B A
M Srinivasa Rao B A
H V Nanjundayya M A M L
K Chandrasekhara Iyer B A B L
M Shama Rao M A
Rev D A Pees
W H Thorp M A
H Spencer B A
E P Price B A
Lieut P H Heale B A
Mr K Ramachandra Rao B A
M Venkatakrishnia
Dr M Sreenivasa Rao M A M D

I Mr Venkatakrishnaiya proposed and Mr H V Nanjundayya seconded that

"The teaching of English be permitted to be commenced after passing the I Vernacular Standard'

The proposer, seconder and Mr Chandrasekhara Iyer voted in favour of the proposition, thirteen other members present voted against it

II Resolved that the Mysore L S Examination in English be allowed to continue in its existing form for the present

III That this conference recommends that the Local Examination Board should in defining the course of Geography prescribed for the Lower Secondary Examination require that greater importance be attached to the physical features of countries than to political geography

IV The first three chapters of the Mysore Educational Rules were gone through and slight modifications were suggested in various places

H J BHABHA,
President

GENERAL EDUCATIONAL CONFERENCE

18th March 1905

PRESENT

Mr H J Bhabha M A President
T Denham M A
T R Venkatasami Naidu B A
C Krishna Rao B A
V Subramanya Iyer B A
M Srinivasa Rao B A
K S Chandrasekhara Iyer B A B L
M Shama Rao M A
Rev D A Rees
W H Thorp M A
H Spencer B A
E P Rice B A
Lieut R F Heale B A
Mr K Ramachandra Rao B A
Venkatakrishnaiya
H V Nanjundayya M A M L

I The rules for the migration of pupils and for the collection of school fees were discussed and amended

II Rev D A Rees proposed and Mr K S Chandrasekhara Iyer seconded that

"This Conference desires to draw the attention of Government to the large expenditure per pupil in Government schools as compared with the cost per pupil of the same standard of education in aided schools They would also draw attention to the difference in the proportion of fees levied to the total expenditure of Government and Aided Schools respectively

This Conference asks that Government will appoint a Committee to consider the whole question with a view to discovering the causes of this disparity and adopting such remedies as may be necessary'

Passed *nem con*

III That the following addition be made to rule 1 of chapter V —

"The time allotted to each subject in the standards of instruction is for the general guidance of teachers

Passed *nem con*

IV Mr M Shama Rao proposed and Mr M Venkata Krishnaiya seconded that in all District Head quarters a fee of 2 annas be levied in the Middle Vernacular classes of Girls Schools

Carried *nem con*

V Rev D A Rees proposed and Mr Denham seconded that in all District Head quarters a fee of one anna be charged in the Upper Primary classes of Girls Schools Seven members voted in favour of and seven against the proposition The President gave his casting vote in favour of it

VI That the names of girls who absent themselves without leave and without good reasons for more than three consecutive days or for six days altogether in a month be struck off, and they shall not be re admitted unless a re admission fee of one anna in the Lower Primary clas es and of two annas in the Upper Primary and Middle classes is paid

Passed *nem con*

VII Rev D A Rees proposed and Rev H Thorp seconded, that this Conference is of opinion that scholarships in the Primary and Middle departments of girls' schools are not needed, except in the IV and V A V classes Thirteen members voted in favour of the proposition One member voted against it The proposition was passed

VIII That this Conference is in favour of a speci l course for rural primary schools in Mysore which should include lessons in elementary principles and practice of agriculture

IX That this Conference recommends that Government should encourage the preparation of books by competent authors in Kannada in all subjects suitable for all courses of instruction where the present supply is inadequate

X Mr Rice proposed and Mr Rees seconded the proposition that this Conference records its appreciation of the honour done by Government to members of the Conference by inviting them to the Conference and desires to convey its thanks to Government through the President

XI Mr Venkatakrishnaiya proposed and Mr K Ramachandra Rao seconded a vote of thanks to the President for the patient and courteous way in which he conducted the proceedings of the Conference

H J BHABHA,
President

MINUTE OF DISSENT

Owing to the possibility of an interpretation being given to the word "prescribe which is neither contemplated by the Government of Mysore nor in accordance with the recommendation of the Government of India, the under signed members of the Educational Conference think that clause 1 of chapter V should read as follows —

"The following courses of instruction are prescribed for all Government and Municipal Schools, and are published for the benefit and guidance of all other schools

(Signed) EDWARD P RICE
(„) W H THORP
(„) H SPENCER
(„) D A REES
(„) M VENKATA KRISHNAYYA
(„) K RAMACHANDRA RAU

APPENDIX

GENERAL EDUCATIONAL CONFERENCE

17th March 1905

FULL NOTES OF PROCEEDINGS

THE PRESIDENT'S ADDRESS

GENTLEMEN,

It gives me great pleasure to offer you a hearty welcome to the first Educational Conference in Mysore Such Conferences are of great value in removing wrong impressions, clearing doubts, and giving an insight into the principles and reasons on which Departmental rules are based Latterly, some rules of the Mysore Department which ought to be considered to have long passed the stage of doubt and discussion, have been hotly discussed in some quarters, and the discussions are based on what appear to me to be many misapprehensions If this Conference will calmly consider and remove these misapprehensions, and set at rest all doubts on matters which should never have been misunderstood, it will not have met in vain I feel sure that nothing but good can result from an interchange of ideas on matters relating to education, that are of vital interest to us all

As the time at our disposal is brief and there are numerous matters of importance to be considered I beg that members will kindly express their ideas as lucidly and briefly as possible We shall discuss all matters in committee unless for want of time I am compelled to apply the usual rules of debate at any point when the discussion has already been too long I hope, however, such a contingency may not arise at all With these few remarks, I would commence the work of the Conference at once

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President —The first subject relates to Mysore Educational Rules Chapter I, Section 8

Mr Rees —Would you kindly tell us what arrangements are made for recording the proceedings of this Conference? It is desirable that an official record of proceedings should be made

President —I have got a short hand writer on my right, and Mr Venkataswamy Naidu and Mr C Krishna Rao have consented to take notes, and if others also do the same, I shall be glad The resolutions will be recorded by me but the detailed proceedings by the short hand writer

We shall first discuss the principle of Chapter I, Section 8, of the Educational Rules With reference to this subject, Government Order C No 121 of November 1893 was the revised circular which prohibited the commencement of English in any class below the third If you will kindly look at page five you will see a tabulated statement of the different classes of Vernacular Schools and Anglo Vernacular schools The 1st Anglo Vernacular Class comes immediately after the second Vernacular class, so that for the first three years *i e*, in the Infant class, the first Vernacular Class and the Second Vernacular Class English is not taught After a boy has passed the Second vernacular class, if he chooses to go to the I Anglo Vernacular Class he may do so or if he wishes to continue on the Vernacular side he can go to the third, fourth and fifth vernacular classes in succession This subject I believe is one of those points that have been hotly discussed There have been opinions expressed that English might be commenced from the very first vernacular class In fact in Madras until about two years ago the learning of English was allowed to be commenced from the first class but Madras was singular in that respect, it was the only Province of India where English was commenced from the first Class In Bombay since 1870 English was allowed to be commenced only from the fifth year of school attendance The first four

years' course being purely vernacular After 1870, the Bombay curriculum was adopted in the Berars and the Central Provinces In Bengal the same system was adopted from about the same time except in the case of a few schools called English High Schools In Bengal too there was a divergence of opinion, and in some of the few so called English High Schools, especially in Calcutta Town, English was experimentally allowed to be commenced from the first class I will read out to you the resolution of Sir John Woodburn on that subject in which he utterly condemns the method and deplores the disastrous effects which the commencement of English from the first class has produced in Bengal But excepting the few schools nearly the whole Department followed the usual practice of excluding English from the first few years course and commencing it at the end of the Vernacular course

[Bengal Government Resolution No I, dated 1st January 1901, on the revision the of Vernacular Curriculum in Bengal referred to here was not read out in the Conference for want of time Para 12 of this Resolution refers to the question of commencing English in the Primary Classes It is so important that it is quoted below —

"With reference to the third point it appears that till within the last few years the lower classes of High English schools were conducted on a vernacular basis and are now conducted on what is called the English basis This means that even in the lowest classes of such schools English is almost exclusively used as the medium of instruction for the subjects that are taught in them In plain words a child is taught the rudiments of geography and history through English sentences and English explanations before he has mastered English sentences for himself It is not surprising that this system has been found to be perfectly disastrous to the sound instruction of the pupils in the English which their parents want them to acquire The excuse for it lay in the belief that a child could not begin English too young, if he was to be proficient in the language, and that it is a waste of time to teach him rudiments in his vernacular and the higher stage in English The experience of even a few years has shown this belief to be entirely false The child gets his instruction from a master of the lowest class his instruction is a matter of rote and not of intelligence, and his English is of a type from which it never recovers This most pernicious plan was begun in private schools, it has extended to the Government High Schools and aided schools apparently from the fear that they would lose pupils if they did not follow suit No proper investigation of the merits of the two systems appears to have preceded the change of basis and certainly no formal sanction from the Government has ever been given to the system of teaching children in a foreign language from practically the earliest stages of their instruction The teaching in the lowest classes of high schools through the medium of English was formally considered and formally condemned at a conference of the Inspectors of schools which sat early this year, and by which a return to the former vernacular basis of instruction in the lower classes of such schools was advocated In Sir John Woodburn's opinion, the conference was altogether in the right He has himself been greatly struck in visits to these schools by the frequent inability of the scholars to explain in their own language the meaning of what they read A system which debars young men from an early training in their own vernacular cannot but be wrong Where instruction is given from the very commencement of a child's attendance of school in a foreign language, the result could only be what it has proved to be— that the pupil learns merely by rote without in most cases obtaining an intelligent grasp of the meaning of what he is being taught, and if education is to be on a sound basis we must revert without delay to the system from which we have so rapidly and almost unconsciously departed In all Government high schools the medium of instruction in the lowest classes will hereafter be the vernacular, and this will be a condition of aid to the aided schools

The substitution of vernacular for English text books in the first three lowest classes is probably the first step necessary to the reversion to the old system "]

In the United Provinces the Primary course covers a period of five years and the Director about three years ago actually proposed to make it a universal rule that English should be excluded from the first five years of instruction and his proposal was not liked by the educated classes especially the lawyers of Allahabad, and then there were one or two conferences at which the Lieutenant Governor presided and it was ruled after two years of discussion that English should be excluded from the first three years course and should be allowed to commence from the fourth year just as in Mysore Punjab has been noted for encouraging a purely vernacular education and English has always been excluded from the first few years of school instruction Thus until two or three years ago Madras was the only Province where English was allowed to be taught from the first class The Madras authorities made a change immediately after the Simla Conference of September 1902 It was that Conference at which the future policy of the Government of India with regard to education was decided and which has resulted in the Government of India Resolution of March last year After that Conference was over, the Director of Public Instruction returned to Madras and revised his educational rules and he too excluded English from the first three years educational course This is the situation now What Mysore did in 1892 and 1896 has been after a lot of discussion in other Provinces adopted recently in Madras and in the United Provinces Bombay, the Central Provinces Berar, and Bengal as far as most of the schools in Bengal were concerned were always in favour of vernacular primary education If there is anything gentlemen, which you would like to ask me with regard to this matter I shall be very happy to explain

Mr Lees —Are you correct, Sir, in saying that Madras has come into line with other Provinces in the matter of vernacular education?

President —Certainly The Madras curriculum makes a distinction between English as the first language and English as the second language English as the first language is intended only for Europeans In other words, Europeans and Eurasians whose mother tongue is English are allowed to take it as the first language, and in their case English is learnt from the first class But when English is taken as the second language *i e*, by Hindus it is allowed to be commenced from the fourth year of study or in the third class which is above the infant, first and second

Mr Lees —The reason why I ask this question is that if that is so, I can not understand the representation lately made on the part of the Council of Native Education, because if that has been the practice in Madras why has the representation been made in the interests of vernacular education?

(The following extracts from the Memorial of the Council of Native Education, Madras, published in the *Madras Standard* of March 10, 1905 may be read in this connection —

"It has long been felt both by educationists and by the public that the results of the present system of Lower Secondary education are unsatisfactory and that boys who have gone through a course of instruction in the Lower Secondary schools do not possess any real knowledge of the subjects which they have been taught and are not fully qualified to undergo a course of instruction in the Upper Secondary classes The annual heavy slaughter of candidates in the Matriculation Examination of the University is a clear indication that the majority of boys who have entered upon the High Schools course have done so without a sound previous training Among the many causes of this unsatisfactory state of things a prominent place must be given to the method generally adopted in Lower Secondary schools of imparting instruction in non language subjects through the medium of English The pupils who attend the Lower Secondary classes are boys of tender years and do not possess sufficient knowledge of English to be able to understand English text books in non language subjects or to benefit by any instruction in such subjects through the medium of the English language The books which they read convey no ideas to them and they are obliged to cram the books prescribed, or badly written notes and compendiums That the

system is faulty and requires to be changed is admitted by most people who have had any experience of the system of education or of its products and there can be no more weighty condemnation of the evils of the system than is contained in paragraph 26 of the recent resolution of the Government of India, dated 11th March 1904

"It may be pointed out that in the Educational Conference of 1899 in Madras it was resolved that vernaculars should be the medium of instruction in Lower Secondary Schools I may also state that the Council of Native Education addressed a large number of school masters and other gentlemen interested in education with reference to this matter and they find a practical unanimity among the persons consulted as to the necessity for adopting the vernaculars as the medium of instruction in non language subjects"

* * * * *

"The cramming up of ill understood English text books on miscellaneous subjects taught not as text books in language but merely as books of information is not calculated to improve the knowledge of the English language possessed by the students Notwithstanding the fact that the present system has been in force for a great number of years, the results have been far from satisfactory It is said that if English is abandoned as a medium of instruction the attainments of the students in English will be even worse than they are now On the other hand, we think that a great deal of the energy of the pupils which is now wasted in getting up books without understanding the contents can be set free and utilised for the acquisition of a better knowledge of the English language If necessary, more books may be prescribed in the English language and as these books will have to be taught as language lessons, the students are likely to acquire a more correct knowledge of the language" * * *

The steps which in our opinion should be taken are (1) the issuing of rules by the department rendering it obligatory upon all Lower Secondary schools to teach non language subjects in the vernaculars and upon the inspecting agency to hold the examinations in such subjects also in the vernaculars, (2) the holding of the Lower Secondary Examination (so long as it may yet be held) so far as these subjects are concerned in the vernaculars even in the case of those candidates who bring up English as their first language and (3) the encouragement of translations of suitable text books by means of rewards)

President —The Government of India have made an exception in the case of Madras In Madras English has become the common language of all, especially the menial classes and common people, and they would not therefore disallow the parents desire if they wish to give a smattering of English to their children from the commencement for the purposes of trade or for making a living

Mr Nanjundaiya —That is not only in Madras but also in the chief towns of the Presidency

President —It is so But the enlightened and educated men of Madras think that this concession given in the case of Madras and other large towns does injury to the sons of middle class people who wish to go up to the University for higher education The concession is given on the above grounds in large commercial towns of the Madras Presidency, where a smattering of English becomes useful to young boys but the educated classes in Madras are against this liberty being given so far as the sons of middle classes are concerned

Mr Nanjundaiya —So there was a representation

President —Therefore the people through the Director of Public Instruction have memorialised the Government of Madras They pray that hard and fast rules may be made that History and Geography should be taught up to the standard of the Lower Secondary Examination in vernacular only

Mr Rice —I think the Government of India have made an exception of Madras

President —In para 26 of the resolution on Indian Educational Policy you will find the following weighty decisions of the Government —

"Except in certain of the larger towns of Madras, where, like Urdu in Northern India, it serves to some extent the purpose of a *lingua franca*, English has no place and should have no place in the scheme of primary education It has never been part of the policy of Government to substitut the English language for the vernacular dialects of the country It is true that the commercial value which a knowledge of English commands, and the fact that the final examinations of the High Schools are conducted in English, cause the secondary schools to be subjected to a certain pressure to introduce prematurely both the teaching of English as a language and its use as the medium of instruction, while for the same reasons the study of the vernacular in these schools is liable to be thrust into the back ground This tendency however requires to be corrected in the interest of sound education As a general rule a child should not be allowed to learn English as a language until he has made some progress in the primary stages of instruction and has received a thorough grounding in his mother tongue It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects Much of the practice, too prevalent in Indian schools, of committing to memory ill understood phrases and extracts from text books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught The line of division between the use of the vernacular and of English as a medium of instruction should, broadly speaking be drawn at a minimum age of 13 No scholar in a Secondary school should, even then, be allowed to abandon the study of his vernacular which should be kept up until the end of the school course If the educated classes neglect the cultivation of their own languages, these will assuredly sink to the level of mere colloquial dialects possessing no literature worthy of the name, and no progress will be possible in giving effect to the principle, affirmed in the despatch of 1854 that European knowledge should gradually be brought, by means of the Indian vernaculars, within the reach of all classes of the people"

This paragraph means that although English may be commenced in the fourth or fifth year of school education it should be taught only as a language and English should not become the medium of instruction prematurely' that is for some years, for subjects like History and Geography Here is a definite statement of the Government of India's views which were arrived at after full discussion at the Simla Conference of 1902 This resolution was published on the 11th of March 1904, and now it seems to me that as the Government of India have definitely laid down a settled policy for all India, we in Mysore who anticipated that policy by ten years or more assuredly ought to be the last persons to modify it

Mr Nanjundaiya —What is the scope of the present Conference? Is the Educational Department to carry out that policy or consider whether there is any room for alteration? Of course you have tried the policy for ten years, it may be, you have learnt some things which the Government of India have not learnt

President – It has been tried for more than 30 years in Bombay and the Central Provinces and in most of the schools in Bengal

Mr Nanjundaiya —What strikes me is to consider what is your object? If your object is to make people learn English well you cannot begin it too soon Only there is a difference between what you learn for knowledge and what you learn for language I have tried it in my own house and the system seems to work well That was how I began it myself

President —If you want to go into the scientific basis of the rule I can give you an explanation for it The mother tongue is learnt at home at the mother's knee as it were There the vernacular words are associated with objects direct

Mr Nanjundaiya —We need not go into first principles

President —When a child has learnt its mother tongue and is able to express its ideas in its mother tongue, then comes the time for learning a foreign language and the learning of a foreign language is chiefly acquired by associations formed between foreign words and the words of the mother tongue It is an association between words and words whereas learning a mother tongue is an association between things and words Rich English families employ French and German nurses at home for little children that is, they teach little children French and German at first hand There are schools in Germany where you can send little children and make them learn foreign languages at first hand But here in India by dissociating English entirely from the vernacular and commencing all school work in English there have been disastrous results

Mr Nanjundaiya —In the older schools as I know vernacular was altogether ignored But that need not be necessarily the case always

President —There are several other reasons from the point of view of educational science Grammar is a science which cannot be taught as a science until a boy is nine or ten years old Bain says that Grammar ought not to be taught before Geometry and Algebra Now if we are to accept him as an authority Kannese Grammar cannot be taught until the boy is nine or ten years old

Mr Ramachendra Rao —But Grammar can be postponed

Mr Rees —Would it not be of use to declare in this Conference if you have ascertained it, what has been the result of the working of this method in Mysore, first with regard to the knowledge of English as a language and next as a means of acquiring a knowledge of other subjects I think you ought to keep the two questions separate one is the best way to learn English as a language and the other is the best way to learn other subjects and to ascertain what is the best method of getting the children to attain an intelligent grasp of these subjects, whether it should be through the medium of English or through the medium of vernacular Now this new method, that is new to Madras as you would say, has been in operation in Mysore for the last ten years Could we get some testimony as to the value of that? What has been its effect first upon the knowledge of English and then upon the actual education of the boys? I think we ought in our minds to keep the two things separate It is one thing to acquire the knowledge of a language by itself and another to acquire a knowledge of all the other subjects comprehended in the curriculum set down in our schools What has been the result of the working of the Mysore rule That would help us in deciding the desirability of continuing the existing system or of modifying it

President —If you mean whether our Matriculation results have been affected in any way for the worse then I can most confidently tell you that they have shown a most remarkable improvement The Matriculation results of the Mysore High Schools have improved remarkably and the percentages of failures are decidedly below the average in Madras The Lower Secondary Examination based on these principles was first held in 1891 even before the Government Order of 1892 was issued So you can examine the results from 1894 down to 1904 for eleven years The Matriculation results are decidedly superior to those of the previous decade both in number, in quality, and the percentage of failures The percentage of failures in English is decidedly low in Mysore As far as any harmful effect of the rule goes, there has been none On the contrary there has been decidedly a beneficial effect

(On another occasion I had to refer to this subject I quote the following statistics from an official letter on the subject —

"After eliminating the number of 'private' candidates from the total number of candidates of each year, the percentages calculated for the whole Presidency on the number of 'Pupil' candidates only are much lower than those of Mysore, as the following table will show For the first column of this table the percentages of Mysore High Schools only are taken from the Reports on Public Instruction in Mysore

Year	Percentages of Mysore High Schools	Percentages of the whole University including private candidates	Percentages of Pupil candidates only of the whole University
1892—93	18 7	15 4	17 4
1893—94	26 1	22 8	25 6
1894—95	36 8	22 1	25 0
1895—96	39 1	36 6	41 7
1896—97	40 6	30 8	35 5
1897—98	41 3	27 4	33 5
1898—99	40 4	32 0	38 6
1899—00	31 3	21 0	25 8
1900—01	29 7	19 5	23 7
1901—02	42 7	31 7	37 9
1902—03	40 8	31 7	39 1
1903—04	29 7	18 7	23 2

The Government High Schools of Mysore undoubtedly produce far better results than the average High School outside the Province More over in forming an estimate of the success of Mysore Schools from the above statistics, the extreme vagaries of examiners and variations of standards in the different subjects from year to year should properly be taken into account For example in 1892 only 36 per cent of the candidates passed in English In 1895 only 22 9 per cent of the examinees were successful on the whole, and their ill success was due to the excessive severity of examiners in Physics and Chemistry in which only 47 per cent of the candidates were successful Again in 1894 there was great slaughter in Physics and Chemistry, only 37 per cent of the candidates having passed in that subject In 1895 on the other hand there was a great fall in the severity of the standard of the examination in English, so many as 79 per cent having passed in that subject But in 1896, 1897 and 1898, the percentages of successful candidates in English fell to 53, 40 and 46 respectively and in 1898 there was a re examination in Chemistry The year 1899 was a disastrous one for Matriculation candidates as only 39 per cent passed in Physics and Chemistry in that year against 71 per cent in 1897 In 1900 only 19 5 per cent of the candidates passed on the whole and the Senate felt the necessity of appointing a Committee to revise the Bye laws of the Matriculation Examination In 1901 there was great slaughter in Mathematics and Physics and Chemistry That in spite of all these variations in the standards of the examinations in various subjects the Mysore High Schools have shown higher percentages than those attained by the Madras schools generally, even after the "Private" candidates are eliminated, is greatly to the credit of the former The charge that English education in High Schools in the Province is deteriorating is entirely without foundation

Mr Ramachandra Rao —I was a teacher for ten years in the Madras Presidency be before I came here I was teaching mostly at Kumbakonam and I can say from my personal experience that the knowledge of English in the High School Classess there was decidedly inferior to the knowledge of English that I was able to come across in this Province

Mr Nanjundayya —Mr Cook seems to be of a different opinion

President —Mr Cook in one of his Annual Reports has highly commended the Mysore Lower Secondary Examination and attributed the good results of the Matriculation Examination to the beneficial effects of the Mysore Lower Secondary Examination

Mr Chandrasekhara Iyer —The entire course of study up to the Matriculation Examination seems to be one of 11 years—8 years in the Anglo Vernacular classes and 3 years in the Vernacular classes This seems to be a pretty long course

President —It is eleven years all over India In the last Quinquennial Report on Education in India, para 25, Mr Nathan summarises the curricula in force in various Provinces He gives 12 years for the complete course up to the Matriculation Examination But ours is one of only eleven years

(This is what Mr Nathan says at page 6 of the Quinquennial Report —

"25 The duration of the various stages varies from Province to Province, the following is about the average —

Infant State—one year
Lower Primary State—three years
Upper Primary State—two years
Middle State—three years
High State—three years

This gives twelve years for the complete course, but promising pupils are often given double promotion, and, as we have seen, boys commonly Matriculate between the ages of 14 and 17 ')

Mr Venkatakrishnaya —Mr Cook is of opinion that Vernacular stduy in Mysore has affected materially the results of the Matriculation Examination and he is of opinion that several failures take place because the first eight years of the course are devoted to the study of vernacular text books I have a letter here in which he clearly says that the results of the Matriculation Class have been really affected by the present system which has been in vogue for 12 years
(Mr Cook's letter was not read When it was subsequently asked for it was not produced)

President —That may be Mr Cook's individual opinion

Mr Spencer —I think the recent failures in the Matriculation have been in General Knowledge and not in English

President —The standard of the Matriculation Examination varies from year to year in the different subjects Boys passing in one year in General Knowledge fail in Mathematics or English in the next year The next year after that the same boys go up and fail in General Knowledge and pass in the subjects in which they failed in the previous year

Mr Spencer —The knowledge of English in the Matriculation Class has not been affected adversely by the rule in force here Failures are not in language The candidates usually pass in the language branch

President —Just so

(Recently I collected the following statistics of failures in English from the High Schools of Tumkur, Shimoga Chikmagalur, Kolar Chitaldrug Channapatna, and Hassan No statistics have been received from Maharajas College and Chikballapur High School and those supplied by the Chitaldrug High School are imperfect The average percentages of failures in English for the Mysore High Schools it will be seen are in every case far below the average percentages of failures in English for the Presidency from 1894 to 1903

High School	Number appeared	Number failed	Number failed in English	Average percentage of failure in English from 1894 to 1904	Average percentage of failures in English for the Presidency from 1894 to 1904
Tumkur	280	165	76	27 5	45
Shimoga	213	120	68	31 9	
Chikmagalur	127	82	33	26 0	
Kolar	130	73	33	24 4	
Chitaldrug	103	64	41	39 8	
Channapatna	113	71	37	32 7	
Hassan	172	100	46	26 7	

The above statistics clearly disprove the doubt that the study of English has deteriorated in the Mysore High Schools since 1894 On the contrary they prove that under the prevailing rules of Lower Secondary instruction the students of Mysore High Schools have done remrakably well in English

Mr Rice—In my experience of the High School classes I find that the average boys are deficient in the knowledge of Kanarese If only more attention is paid to improvement of the knowledge of the vernacular it will be a very great advantage But on the other hand I think there are many families in this place whose children have two mother tongues They speak Kanarese and Telugu Telugu and Tamil, Kanarese and Hindustani together and so forth I know there are many homes here where the father teaches the boy in English and the mother in Kanarese If English is absolutely prohibited there is no chance of sending boys to any school where they can get English education Although I approve throughly of the children knowing their vernacular better than English I doubt very much if English can be taught along with vernacular in the lowest classes There are teachers of English of course to be found but whether they can make the students well grounded in English at such an early stage is a serious question The plan of Teaching English from the beginning is popular among parents, but we do not want to be guided by the influence of the parents alone There are indeed many of the best families of the State who are amongst those that would like their children to be taught English from the beginning And although I would like to see this system followed yet I would hesitate to suggest its adoption myself

Mr Thorp—Mr Rice's argument goes to show that there is room for another curriculum If he means that a knowledge of other subjects can be acquired through the medium of English there can be no objection to his suggestion The manager of the school must first test the student's knowledge of English before admitting him to an English school

President—If the mother tongue is virtually English then the children ought to go to English schools as defined in the Educational Rules

Mr Chandrasekara Iyer—But the definition will have to be altered

President—As Mr Thorp said the Headmaster of the English school will have to test the boy's knowledge of English before admitting him He should decide if the boy can be taught all subjects through the medium of English In Bombay girls of other nationalities, chiefly Parsee girls, are admitted into European Girls Schools because their educated parents have taken steps to teach them English from the earliest stages So the problem is to be solved simply in this way If there are educated parents teaching children English from the earliest stage at home let them send their boys to the English Schools If a child of 6 or 7 applies for admission into an European School, he ought to be able to talk in English and be able to express his ideas in English freely If he passes that test, then he may be admitted to that school

Mr Rees—Side by side with the existing schools another class of schools will have to be established if this principle is to be followed This difficulty is well got over by prohibiting Hindu boys from going to English schools as Mr Rice suggested Section 8, Chapter 1, says 'no boy shall be admitted into the first class of an Anglo Vernacular school who has not passed the II Vernacular standard' If this be rigorously enforced it will be very hard for children that are taught in English at home to be admitted into the first class of an Anglo Vernacular school

Mr Nanjundaiya—But the notes give a very large discretion In fact they modify the rule to a very large extent

President—If you have not a uniform rule like that the absence of it will disorganise all schools, because as you read in the Government of India Resolution parents are naturally desirous of hurrying on the English education of their children They put pressure upon the Managers of schools and so long as they see English books in their boys hands they think that the boys are progressing, and the Managers also encourage this desire of

the parents, because such a course brings them more fees So that when we proceed to legislate for a whole class of schools, the individual interests of a few families who take special steps to educate their infants in English cannot be considered Their remedy is to send their children to the European schools across the border into the Civil and Military Station

Mr Rice—The Government of England does not interfere with the desire of the parents

Mr Denham—The Government of England does interfere in all matters relating to popular education

Mr Venkatakrishnaiya—After reading a paragraph from the "Englishman" regarding English education in the United Provinces, Mr Venkatakrishnaiya said—"They excluded the reading of English in the United Provinces from the primary classes at first, and at last popular opinion was so strong that the Government thought it desirable to remove the existing restriction"

President—Mr Venkatakrishnaiya, will you kindly enlighten the Conference over how many years the primary course extended in the United Provinces from which the Director wished to exclude instruction in English and how the Director had to introduce English earlier in the course

Mr Venkatakrishnaiya—The Lower Primary course extends over two years, and the Upper Primary over three years in the United Provinces

President—When the Director attempted to exclude the English Primer or First Reader from the V Vernacular class, there was a great deal of popular agitation and the Government felt compelled to reduce the period of purely vernacular education to three years Do you know from how many years course English was originally excluded in the United Provinces?

Mr Venkatakrishnaiya—Apart from that question they use in the United Provinces English Text Books from the beginning

President—Mr Venkatakrishnaiya does not appear to know the facts If the Conference would like to know the course adopted in the United Provinces I will read it out

The classification of pupils and the text books used for Arithmetic and History and Geography in Anglo Vernacular schools of the United Provinces in 1902 were as given below —

Classes	How taught
Preparatory Section Class A Class B	Entirely in the vernacular
Lower Primary Section Class I Class II	Entirely in the vernacular
Upper Primary Section Class III	English taught from a First English Reader Arithmetic taught from a vernacular book but with English figures Agriculture taught from a vernacular book Geography taught from a map
Class IV	English from Macmillan's English Reader No II for N W P Arithmetic Revision in vernacular Geography from Hill's First Book of Geography in Urdu or Hindi No History
Lower Middle Section Class V	English from Macmillan's III Reader and Murche's Science Reader No I Arithmetic Revision of that read in lower classes Compound Interest Geography from Hill's Second Book in Urdu or Hindi No History
Class VI	English—The Reader prescribed for the Middle English Examination Arithmetic Revision in English of the part already learnt Percentages Square Roots Square Measures Euclid—Book I Algebra—Up to Simple Equations History—Marsden's in English for Class VII and Lazarus Brief History of India for Class VIII Geography—Hill's First Book and Macmillan's Geography of the N W P in English Sanitation way to Health in English
Upper Middle Section Classes VII and VIII grouped together which prepare for the Middle School Examination the first half of the course should ordinarily be completed in Class VII and the second in Class VIII	
High School Classes IX and X	These classes prepare either for the Entrance Examination or the School Final Examination

From the above curriculum it will be seen that (1) the whole course of instruction up to the Matriculation Standard extends over eleven years, nine of which are spent in the Primary and Middle sections and two in the High section (2) the course of the Preparatory A and B classes corresponding to the Mysore Infant A and B classes, and that of classes I, II and III are purely Vernacular English being excluded from the work of the first four years (3) the First English Reader is taught in class IV, but all subjects other than English from Vernacular books, (4) in class V and VI similarly English is taught from an English Reader, but all other subjects from Vernacular books, and (5) in class VII which corresponds to our III Form and class VIII which corresponds to our IV Form in High Schools, all subjects are taught from English books Classes IX and X correspond to our Forms V and VI

The curriculum of the United Provinces not only gives the subjects taught in each class in one column but in the next column by the side shows from what text-books and in what language the different subjects are taught So that will relieve Mr Venkatakrishnaiya of his difficulties We begin with the Preparatory class A and B From the Preparatory classes to the highest Upper Primary class, the whole course is purely Vernacular, except that in the 5th or highest Upper Primary class, English is taught from a first English Reader Every other subject in every class is taught in the vernacular Yet Mr Venkatakrishnaiya says ' all the text books there used are in English "

Mr Venkatakrishnaiya —But how are other subjects taught in Madras?

President —English has become deeper rooted in Madras than in other Provinces The people attach a special value to a smattering of English there, while in Mysore we have not the same condition

Mr Subramanya Iyer —According to the recent rule in Madras, a Vernacular alone is to be used in the lower classes

Mr Nanjundaiya —Is it impossible to say that in all Anglo Vernacular schools let those who are satisfied with the vernacular education have it, and then as you go on increasing your out put of vernacular text books, you increase the standard of vernacular education? But why should not those who are going in for English, begin with English and Vernacular at the same time in Anglo Vernacular schools? European schools are quite unsuitable for most people in this country, because they cannot afford to neglect their Vernacular, and English can never take the place of Vernacular But what is the difficulty of making them learn both at the same time in the Primary schools?

President —It is not possible

Mr Nanjundaiya —Can you not teach the boys in English and also in vernacular?

President —How many years do you consider necessary to prepare a boy in English for the Matriculation Examination?

Mr Nanjundaiya —Seven or eight years

President —But if you commence English from the first class, it will be a course of ten years In Bombay the English course is one of 7 years If you commence English from the first class it would mean ten years of English instruction

Mr Nanjundaiya — If the vernacular is included, it will come within 7 years How many hours do you devote to school work in primary classes? I think about 4 hours a day

President —As a rule, 5 hours except in the infant classes which are taught for 22 hours a week

Mr Nanjundaiya —Is there really 5 hours work in the Primary school?

President —We teach them a lot of things, object lessons, drill, games, singing, etc

Mr Nanjundaiya —Is it impossible to teach English alphabet also within the time?

President —What is the good? Will they pass the Matriculation two years earlier? If you mean to teach non language subjects in English, the vernacular must be neglected Both subjects cannot receive equal attention

Mr Venkatakrishnaiya —In the Madras Presidency during the first 5 years, vernacular was taught as the first language, and English as the second language

President —The great complaint against the Madras system was that the educated men were not able to express their ideas in their own vernacular They could not give a lecture, or write an article to the newspapers much less write school books or make good translations That has been the cry also in Bangalore in the case of those who have been taught English from the first class upwards That is a very serious defect If the educated man cannot express his thoughts in his mother tongue he is entirely alienated from the masses he cannot teach them new ideas, he cannot argue with them Altogether the educated men become a class by themselves If you ask a man who has been taught English from the very early stages to write a decent letter in Vernacular he prefers to write it in English, because English comes easier to him altogether

Mr Venkatakrishnaiya —As far as my experience of 30 years goes English is more cared for, and vernacular is awfully neglected, and for the last ten years after the said circular was issued in Mysore, I could not find any improvement

President —When I introduced in 1891 a vernacular question paper on Indian History Revd H Gullifordd, Principal of the Wesleyan Mission High School Mysore fought against it saying that his boys could not write their answers in vernacular and I was so astonished at this objection that I asked him If your boys cannot write answers to Indian History questions in Kanarese, what are you preparing them for? They must know their own vernacular They must be able to keep themselves in touch with their own people even after they are educated And I explained my reasons to Mr Gullifordd why more attention should be paid to the vernacular

Mr Venkatakrishnaiya —If they go five years over the vernacular it would be better

President —The Anglo Vernacular middle course means that Vernacular and English are taught side by side, and it extends over 8 years Up to the Matriculation the vernacular is not neglected The vernacular is taught in the course for 11 years and English for 8 years

Mr Venkatakrishnaiya —History and Geography should not be taught in vernacular at all

President —If you see my circular on Media of Instruction at page 21 of the Educational Rules, probably that would remove your difficulties

Mr Venkatakrishnaiya —I know that circular the object of that is merely to make the English language subject to be better taught in conversation But what I would say is if you make the Lower Primary as well as the Upper Primary classes to have English text books in all non language subjects, I think by the time the boy reaches the High School classes he will follow very easily in English Now the boys cannot follow in the English language in the higher classes

Mr Ramachandra Rao —For that matter, you can have English text books and the boys will answer questions in them in vernacular I know Sanskrit is taught in English, while the text is in vernacular, and the boys answer questions in English

Mr Venkatakrishnaiya —It is very hard to read English text books and answer the papers in vernacular

Mr Lee —I think there are many vernaculars here, and unless English intervenes, all the boys cannot understand what has been taught I say this even though I am satisfied that the Mysore rule is very good

President —If you mean the mixture of languages in the Civil and Military Station of Bangalore, I admit your argument The only ground on which the Mission Schools were allowed to have English text books in the revised circular on the subject of 1893 was that there was a mixture of several vernaculars in the Mission Schools On inquiry now, I find, that there are hardly any Tamil boys Hindustani boys according to the established curriculum ought to come up to the English classes with a knowledge of Kanarese, in which case all could be taught through the medium of

Kanarese The difficulty in 1891 and 1892 was that there was a large number of Tamil boys in the Mission Schools coming from the Cantonment Now these boys are intercepted by other schools in the Cantonment like the A N High School and St Joséph's College, and so Tamil boys from the Cantonment do not come to the Mission Schools in the Petta Under these circumstances as the schools have become homogeneous as far as the vernacular of the pupils is concerned, I do not see any reason why an exception should be made in the case of Mission Schools

Mr Rice —Under the present circumstances I have to make two suggestions The present minimum for passing in vernacular is far too low Something must be done to improve the knowledge of the vernacular by raising the minimum The other suggestion is that the scheme of instruction in the Anglo Vernacular schools is badly devised When a boy is permitted to learn his A B C in the I Anglo Vernacular class why should he be expected to know the Geography of Travancore, Cochin and other places

Mr Denham —This is a matter of detail We are wandering from the main question

President —This is a mere matter of detail which may be considered on another occasion

Mr Venkatakrishnaiya —I have some doubt regarding the teaching of English in schools The very first sentence of the Simla Conference seems to mean that English should have a place in the scheme of Primary education in all the larger towns in which to some extent a knowledge of English is necessary In that case a compromise might be effected, namely to teach English as a second language and vernacular as the first for the first five years as is laid down in the Government of India Resolution in towns which come under the exception

Mr Denham —My difficulty is how to find out the larger towns ? Where is the line to be drawn ? Is Bangalore to be included and Shimoga to be excluded, or how ?

President —What is your proposal then, Mr Venkatakrishnaiya ?

Mr Venkatakrishnaiya —That Bangalore and Mysore may be regarded as larger towns, where English may be taught side by side with the vernacular from the first class

Mr Heale —When do boys usually commence to learn English ?

President —At the age of 8 or 9

Mr Nanjundaiya —Is English permitted in the second Upper Primary class ? If that is done, that will be enough

Mr Chendrasekara Iyer —I support this proposal

President —What is the advantage ?

Mr Chendrasekara Iyer —My objection is that the course is too long, as it takes 11 years for a boy to Matriculate It is 7 years in Bombay and it is 11 years here

President —The course in Bombay is one of 11 years, during the first four of which instruction is purely vernacular

Mr Chendrasekara Iyer —If a boy joins a school in the 7th year, he will be 17 or 18 when he passes his Matriculation I know several boys passing in their 14th or 15th year in Madras

Mr Nanjundaiya —The 16th year is early enough

Mr Thorp —Boys usually matriculate at 17 or later It was not desirable they should matriculate earlier

President —If you refer to the ages at which boys matriculate in the Madras University given in the Syndicates' Reports, you will find hardly a considerable number who matriculate at 14 or 15 Those who matriculate at that age are chiefly Europeans, Eurasians or Native Christians, whose mother tongue is English The University Commission has recommended 16 as the minimum age for matriculating

Mr Denham —If boys begin at 4 or 5 they can matriculate at 16

Mr Chendrasekara Iyer —If a boy begins his study at 4 it is only then that he can pass his matriculation at 15

Mr Spencer —I think we shall all agree that a boy cannot study English grammatically, understanding the difference between the Noun and the Verb, until he understands it in his own vernacular But it is perfectly possible for an English child to learn French or German by the conversational method So also in the Madras Presidency, the master may introduce into his lessons English names of familiar objects By such means the boy may gain a slight knowledge of English before he commences to learn it regularly in his course of study

Mr Denham —English children pick up a knowledge of French or German from nurses or special teachers Indian children cannot learn English at school in the same way as English boys learn French or German from their nurses at home

President —If an English lesson is taught properly, English conversation must form a part of it in the course of teaching To make a conversational lesson for its own sake will require a much abler teacher than one who can teach text books But this kind of teacher we cannot afford

Mr Thorp —I meant only very elementary teaching But if an Englishman is appointed to hold the conversation class once a week at least, perhaps that will do well

Mr Denham —Certainly a native boy cannot be expected to understand an Englishman at an early stage of his English education

President —Mr Venkatakrishnayya have you got any proposition to put before the Conference

Mr Venkatakrishnayya —My proposition is that according to the Resolution of the Government of India let us teach English from the very lowest or infant class in the larger Cities in which English teaching can be safely undertaken side by side with the vernacular, and that for five years the non language subjects should be taught in vernacular I think that English can be commenced in Mysore and Bangalore from the infant class these being the largest Cities of the Province

Mr Denham —I believe Mr Venkatakrishnayya thinks that English need not be the medium of teaching, but that it should be taught from the infant class as a language

President – Yes, he wants that English should be taught from the infant classes as a language

Mr Venkatakrishnayya —My friends here suggest to me that it may begin from the second class

President – The effect of that will be to extend the course of English education to one of nine years instead of eight As I remarked, the present course of eight years is really too long It is longer than in other parts of India The present suggestion does not in any way reduce the length of the whole course You have to take into consideration Arithmetic and Geography If you want to alter the whole course from 11 to 10 years, then you will have to contract the vernacular course by picking two years' work into one

Mr Chendrasekara Iyer —In fact I read only for 8 years to Matriculate Moreover the Middle School was a much harder examination than the Lower Secondary now

Mr Krishna Rao —The quantity of matter to be learnt is much greater now

President —If a boy is very intelligent and hard working he may go through the three years' vernacular course in two by getting double promotion, and there is no objection to such promotions in deserving cases

Mr Krishna Rao —You will also see from note (a) to Section 8 that the Head Masters of Anglo Vernacular schools are authorized to admit boys into the I Anglo Vernacular class on the result of an examination held by themselves

President —Mr Venkatakrishnayya, would you still press for a division

Mr Venkatakrishnayya —My opinion is, if English is begun in the *second vernacular class* throughout the Province, the entire course can be reduced from 11 to 10 years

President —Is it possible to do that ? The pupils have got a great many subjects to learn I don t think it possible to contract the course

Mr Venkatakrishnaiya —Some of the subjects of the Primary course may be omitted For instance singing may be left to Girls' schools

President —I do not think that view will find favor with Educationists (Singing is a regular subject in all Primary schools for boys in Europe - President)

Mr Chendrasekhara Iyer - So far as curriculum goes, it takes two Infant classes for a boy to learn to count

President —The course of each Infant class is one of six months only

Mr Nanjundaiya —If there be quick promotions for the intelligent few, I don't see any change is necessary

Mr Rees —Legislation is for the ordinary boy You cannot diminish the course to do justice to the intelligent boy

President —Mr Venkatakrishnaiya, do you press your proposition as altered by you ? But who seconds it ?

Mr Chendrasekhara Iyer —I second it, the course must be reduced from 11 to 10 years Once compressed, it may be readily compressed still further afterwards

President —We have to consider whether the general subjects of the vernacular course of three years can be compressed into a two years course Please look at the curriculum Do you think that a boy can master the quantity of Arithmetic and Geography prescribed for the II Vernacular Standard in two years from the commencement ?

Mr Spencer —Shortening the course at the commencement will have serious consequences afterwards

President —Mr Chendrasekhara Iyer, do I understand that you are in favor of this proposition to favor exceptionally good boys ? Are you satisfied that the three years vernacular course can be gone through in two ?

Mr Venkatakrishnaiya —I have been doing it in a year and a half

President —I believe by neglecting most of the special subjects of the primary curriculum But if you want to favor exceptionally good boys as I understand, why do you want us to legislate for special cases ? You can give double promotions to deserving boys

Mr Venkatakrishnaiya —I mean that if you begin English earlier, the boys will be prepared to grasp in English better the subjects of the higher classes

Mr Chendrasekhara Iyer —What is the length of the Lower Secondary course in Madras ?

President —Eight years in Madras from the infant stage It is also eight years here In Bombay it is seven years (But the High School course in Bombay is one of four years—President)

Mr Chendrasekhara Iyer —That is to say they have compressed the Primary course within two years in Bombay

President —No, the primary vernacular course of Bombay extends over four years

Mr Chendrasekhara Iyer —What I say is, we might have seven years here also for the Lower Secondary course (If so, the High school course will have to be increased in length from three to four years as in Bombay—President)

Mr Rees —Leave the teacher to deal in an exceptional way with the exceptional boys and legislate only for the ordinary boys

Mr Chendrasekhara Iyer —What I say is that English should be begun in the 3rd year as a second language Let the teaching of English be commenced in the second Upper Primary class instead of the I Anglo Vernicular class Most pupils will take advantage of this The eight years' course in the Primary and Lower Secondary classes may be re distributed over seven years

President —You take it for granted that the course can be contracted by one year In my experience of the inspection of Primary schools I have not found that it can be easily contracted so Of course an intelligent boy could win

double promotions, and the Head Master has a right to give him such promotion But I doubt if making it a universal rule is practicable

Mr Venkatakrishnaiya —I have found it very hard to get a teacher for the kindergarten system and I have omitted kindergarten lessons in the Primary classes of my school, as I was not prepared to spend a lot of money to get an able teacher

President —By kindergarten lessons I understand the narration of stories, singing, and object lessons chiefly, and Mr Venkatakrishnaiya says he finds a difficulty in getting qualified teachers when there are so many certificated teachers available

Mr Chendrasekhara Iyer —I don t want to go against the views of the Head of the Department It seemed to me that the course could be contracted by one year

President —It is impossible to contract the course by one year without omitting important subjects

Mr Venkatakrishnaiya —We can succeed only if we introduce English text books from the first class upwards

President —And knock on the head all kindergarten methods and lessons!

Mr Rees —Mr Chendrasekhara Iyer can see that all ends are met by the discretion given in the notes below the Rule in Section 8

President —It is absolutely impossible to contract the course

Mr Venkatakrishnaiya —My contention is, that the knowledge of English has completely deteriorated The boys when they come to the High school classes cannot follow English teaching and if the course cannot be reduced by one year, let it be at least increased by one year s English education by commencing English in the second class If need be let the evidence of all school masters and parents as to the truth of my statement be taken

President —The cry of deterioration in the knowledge of English has been raised only or chiefly in Mysore City Let me give you an insight into failures in English at the Lower Secondary Examination during the past five years in the Bangalore, Tumkur and Mysore centres It will astonish you to hear that the average failures in English for the Mysore centre have always been in excess of the average failures for the whole Province Some of the Mysore Educationists have been alarmed at the bad material they get for the High school forms and they have therefore raised a crusade against the Mysore Lower Secondary Examination A few days ago some of the Examiners who have had long experience in examining boys in English subjects brought it to my notice that the Mysore candidates were always comparatively poor in English, and they set me on the track of finding out how far it was so In 1900 the percentage of failures in English for the Province was 47 5, for the Mysore centre it was 65 1 in 1901 the percentage of failures in English for the Province was 38 9 but the percentage of failures for the Mysore centre was 58 7 similarly the following are the percentages for the last three years —

Year	For the Province	For the Mysore centre
1902	21 7	28 6
1903	32 4	59 2
1904	40 4	54 3

Bangalore centre on the other hand has always done much better than the whole Province The failures in Bangalore in English have been far fewer than those for the whole Province

Year	Bangalore centre	The whole Province
1900	35 9	47 5
1901	23 5	38 9
1902	18 4	21 7
1903	27 7	32 4
1904	34 1	40 4

Tumkur too throughout has done better than the whole Province In the last three years it has shown remarkably good results

Year	Tumkur centre	The whole Province
1900	46 1	47 3
1901	35 3	38 9
1902	11 5	21 7
1903	26 0	32 4
1904	27 4	40 4

As a matter of fact my own conviction is that some of the Mysore Educationists who get bad material in their High school classes are unjustly blaming the Lower Secondary Examination and the Lower Secondary course, when they ought to blame the masters that teach the Lower Secondary classes They put the saddle on the wrong horse Mr Venkatakrishnaiya can verify the above statements if he likes by going to the Local Examination Office

Mr Venkatakrishnaiya —What is your opinion? Do you not think that the complaint of the High School Masters that the boys do not follow English teaching is well grounded?

President —I would like to ask the Head Masters of High schools who are present what their experience of the Fourth Form boys is Are the boys up to the mark in English?

Mr Subramanya Iyer —For the first 2 or 3 months in the Fourth Form they seem to be a little backward, but afterwards they can follow English teaching very well

Mr Spencer —From my experience of Bangalore and Mysore, I find that Bangalore pupils know a great deal more of English than those in Mysore

Mr Denham —This is probably due to the more frequent use in Bangalore of English in conversation

Mr Nanjundaiya —If the facts are so, there is room for improvement in Mysore in this respect

President —As for the difficulty of teaching non language subjects through English in the Fourth Form, I have already taken steps to remedy it You will see by Circular No 10 of January 1904 quoted at page 21 of the Educational Rules on the Media of Instruction, the difficulty as far as possible is being remedied In the Anglo Vernacular classes English is taught as a language, and pupils are made to talk in English during the English lesson We have chiefly to guard against pupils using English words and phrases without understanding them The teaching of History and Geography in English in the V Anglo Vernacular class was voluntary before this circular was issued I have now made it compulsory When Indian History and Geography have been taught in Vernacular in the lower classes, there can be no difficulty in teaching the same subjects from English text books in the V Anglo Vernacular class

Mr Venkatakrishnaiya —It was one of your circulars that introduced Mr Marsden's Indian History in English into the lowest Anglo Vernacular classes

President —It was Mr Marsden who persuaded me to introduce his English book on Indian History into the lower classes, because he had especially written it as he said in monosyllabic words and easy English for the use of Indian boys I did issue a circular like that But it became a dead letter soon after it was issued, because no Anglo Vernacular School Head Master found it practicable to teach Indian History from an English text book in classes below the V Anglo Vernacular class Mr Marsden's English text book of Indian History is not used in the lower Anglo Vernacular classes of any of the High Schools I do not know if Marimallappa's School uses it in the lower classes

Mr Venkatakrishnaiya —The reason why I could not use it was that the boys who study in English cannot answer in vernacular, and therefore I have had to use Kanarese books

President —Here the boys confess their ignorance of the mother tongue If they are taught from English text books they are unable to express their ideas in vernacular Mr Venkatakrishnaiya is an educationist, who ought to know that if a boy writes faulty English in an answer paper, the examiner cannot

know how to value the answer Suppose a rule is made that the History examiner should give no mark for language Suppose he cannot deduct marks for bad English Even then, when he has a piece of faulty English composition before him, can he always judge positively that the boy knows the subject matter well? Sometimes a boy may know the subject matter and yet may not be able to express himself with sufficient clearness so as to convince the examiner that he knows the subject matter and to earn the marks that he justly deserves These are great difficulties in the examiner's way, if you compel a boy to write bad English when he is not able to write good English In the first place, you make him perpetrate errors which are difficult to eradicate afterwards Secondly the examiner does not know whether the boy deserves marks Hence the only way to examine him is in the vernacular

Mr Venkatakrishnaiya —Of course we are not perfect beings, boys must make mistakes and must be corrected

President —But the Lower Secondary boys are not supposed to compose their answers in English Let us come back to the amended proposition of Mr Venkatakrishnaiya which is seconded by Mr Chendrasekhara Iyer Mr Chendrasekhara Iyer, do you still propose that the teaching of English should be permitted to be commenced after passing the first vernacular standard? That will prolong the course of English instruction to nine years Do you urge this proposition, Mr Chendrasekhara Iyer

Mr Chendrasekhara Iyer —I mean that the Lower Secondary course is too long and I am in favour of reducing it The course for the middle school may be reduced from 8 to 7 years

Mr Rees —I do not think this can be done

Mr Nanjundaiya —I second the proposition of Mr Chendrasekhara Iyer

President —Mr Chendrasekhara Iyer proposes and Mr H V Nanjundaiya seconds 'that the whole course from the infant class to the Sixth Form be contracted into one of ten years'

I have only to mention in connection with this that as far as my experience goes it is utterly impracticable There is moreover a great deal of discussion everywhere in India just now to introduce as much of light science, nature study and kindergarten methods into the primary classes as possible together with the elements of Agriculture One year less is a very serious blow to primary education

Mr Venkatakrishnaiya —Even seven years is too long for the Lower Secondary course

Mr Rees —It seems to me strange that a proposal like this should be made when it is perfectly clear that it cannot be carried out This proposal seems to aim at the very foundation The proposal gives one an impression at first sight that the present course is capable of being reduced in length and that the results that are now attained can be attained even in a shorter time than is at present allotted But the proposal is impracticable, and if carried out, will throw into confusion the course of primary instruction If we can agree to accept the course as it is without attempting to disturb the foundation of the whole structure, it would be very good

Mr Nanjundaiya —I don't see how the structure is endangered We only want you to teach in ten months what you have been teaching in twelve months We don't want you to alter the curriculum Probably the present method of teaching is such that the teacher puts one round of questions on a subject and nothing more When he is questioning the boys at the top others are asleep, or if he goes on lecturing, it may be he may go above the heads of the boy Only a little readjustment might make it possible to teach the same course in a shorter time

President —Do you press the proposal, Mr Chendrasekhara Iyer

Mr Nanjundaiya —If all the Educationists here think it impracticable, we don't press it at all

President —It is certainly impracticable It will not be possible to adopt it

Mr Chendrasekhara Iyer withdrew his proposition

President —Mr Venkatakrishnaiya, do you press your proposition "that the teaching of English may be permitted after passing the I Vernacular class" Mr Chendrashekara Iyer has seconded it

Mr Venkatakrishnaiya —The Madras curriculum is as follows —(Reads from page 34 Madras Educational Rules) If we adopt this curriculum of five years for English, we can begin English earlier in our schools from the first class

President —Mr Venkatakrishnaiya ignores the first three years of the vernacular portion of the Madras curriculum, and takes into consideration only the latter portion after English is commenced from the third class

Mr Venkatakrishnaiya —A five years course up to the Lower Secondary Examination is much shorter than what we require

President —You want to contract the Lower Secondary course by two years by teaching English from the I class In Madras they have not that distinction between the Kannada Lower Secondary Examination and the English Lower Secondary Examination which we have in Mysore The course for the former is one of five years, that for the latter is one of seven years, if we leave out of account the Infant standard The addition of English lengthens the Lower Secondary course in Mysore by two years, making the whole course one of seven years after the Infant stage is passed

Mr Rice —There is no vernacular Lower Secondary Examination in Madras

Mr Ramachandra Rao —A boy need not learn any vernacular for passing the Madras Lower Secondary Examination Vernacular is optional there

President —Our Lower Secondary Examination is far more scientific than the Madras one I have just explained to you the difficulties of examiners when they have badly written answer papers in History to value Besides we might avoid compelling the boys to perpetuate errors Do you second the proposition of Mr Venkatakrishnaiya, Mr Chendrasekhara Iyer?

Mr Chendrasekhara Iyer —As I pressed for the reduction of the course, I seconded his proposition, but as my proposition fell through, I withdraw my consent to Mr Venkatakrishnaiya's proposition

Mr Nanjundaiya —In that case I second Mr Venkatakrishnaiya's proposition "that the teaching of English be *permitted* after passing the I vernacular class"

Mr Rice —As I said, the Mysore Rules are very good I was only hesitating about making them compulsory in all schools I see certain practical difficulties unless they are introduced into all schools

President —Permission like this given to some schools is certainly inconvenient If some schools take advantage of the permission and others do not, there will be great anomalies and difficulties

Mr Krishna Rao —Boys who have to change their schools will find difficulty

President —I think there will be a general desire to obtain the permission, and the Primary course will be mutilated or abandoned to make room for English

Mr Nanjundaiya —It is likely that this permission will encourage the study of English My impression is that the time of the young boys is spent uselessly now in the vernacular classes, and I wish that it should be utilised in learning English

President —The time of boys is I think very usefully occupied in the vernacular classes The Primary course is evidently little understood or appreciated The curriculum provides instruction for 22, 27 and 25 hours a week respectively for the Infant I and II classes, inclusive of drill, singing, object lessons, narration of stories and kindergarten occupations

The proposition says "permitted" but such permission is practically inconvenient and harmful It will produce many anomalies and create difficulties in the way of migration of boys from one school to another

Mr Venkatakrishnaiya —Mr Marsden told me some time ago that a similar prohibition to teach English in the lowest classes was imposed upon the Madras schools, and many Managers grumbled and broke the rule He therefore

made it a rule to ignore the subject, and did not examine the boys in the elementary classes in English

President —After the Government of India Resolution was passed it was definitely laid down by the Madras Department that English should not be taught in the first three years' course You are talking of a state of things that existed 2 or 3 years ago

Mr Venkatakrishnaiya —By passing my proposition the natural wishes of the parents to make their children learn English at a very early age will be satisfied

President —Unfortunately parents are not always good educationists

Dr Srinivasa Rao —I propose an amendment to the proposition, that "shall" be substituted for "may"

This amendment was not seconded by any body and so it was lost

Mr Venkatakrishnaiya's proposition was then put to the vote "that the teaching of English be permitted after passing the I vernacular class" The proposition was seconded by Mr Nanjundaiya *The proposer seconder and Mr Chandrasekhara Iyer voted for it Thirteen members voted against it The pooposition was lost*

President —I suppose now the first subject on the list we have finished

Mr Chandrasekhara Iyer —In educational Rule 8, note A, Geography is included but it is omitted in note B Why Students who don't know Geography can be admitted into any class

President —The question may be taken up after lunch as it is past two o'clock already The conference then adjourned till 2 1 M

Proceedings of the General Conference, 17th March 1905, 3 to 5 1 M

The President read out the proposition that was withdrawn and the proposition that was put to vote in the morning The resolution that was passed was confirmed

Mr Venkatakrishnaiya —I am going to send a protest against the resolution passed by the conference with regard to my proposition The resolution is opposed to the spirit of the Government of India Resolution and I request that my protest may be recorded

Mr Rees —To send a protest against a proposition which was formally put to vote and passed is left to the gentleman who protests I do not see how a protest can be considered regular

President —Mr Venkatakrishnaiya, how is it against the views of the Government of India

Mr Nanjundiya Even supposing our resolution is against that of the Government of India Resolution it does not matter This is our resolution

Mr Rees —As the protest never came as a proposition I rather think that it need not appear in the proceedings It may be noted as what took place It may find a place in the journal of proceedings but certainly not as a proposition

President —Perfectly true It may be mentioned that Mr Venkatakrishnaiya desires to protest, but such an intention to protest cannot be admitted into the record of the results of the proceedings It is left to Mr Venkatakrishnaiya to consider whether such a protest against a resolution formally passed after long discussion is either regular or respectful to the conference that has passed it

President —Before we go minutely into the Educational rules, shall we consider Subject No 11, so that we may finish off one group of allied questions and then go chapter by chapter into the Educational rules and mark what requires alteration I would take up Subject No 2, "whether with reference to para 12 of the Government of India Resolution on Indian Educational

policy, dated 11th March 1904 the Mysore Lower Secondary Examinations as now conducted should not be allowed to continue in force

The reason why this question was put down in the list of subjects is, that in the Government of India Resolution para 12 they suggest that the number of examinations before the University course commences should be limited to two, *viz*, the primary examination at the end of the primary course and the Matriculation or School Final examination at the end of the secondary course

After explaining the different purposes served by the Matriculation examination and the School Final examination the President continued —As far as I know in the Simla Conference of 1902 Dr Miller fought hard to get the Madras Middle School Examination abolished His opinion about this examination was very strong even before the Conference was held He thought that the examination was doing not a little harm by compelling pupils to learn History and Geography by heart, besides encouraging cramming generally and he carried the war into the Conference and gained the day, and got the Viceroy to condemn not only the Madras Middle School Examination but all similar examinations Paragraph 12 seems to be the outcome of this discussion The Government of India say that " In future there will be only two examinations preceding the University course The first of these, the Primary Examination, will mark the completion of the lowest stage of instruction, and will test the degree of proficiency attained in the highest classes of primary schools But it will no longer be a public examination held at centres to which a number of schools are summoned, it will be conducted by the inspecting officer in the school itself The second examination will take place at the close of the secondary, usually an Anglo Vernacular course and will record the educational attainments of all boys who have completed their course

Now this paragraph implies that the Middle School Examination should be abolished As I said it was chiefly on account of the stern opposition of Dr Miller that this was brought about Dr Miller fought very hard before the University Commission also, and presented the President of the Commisson with a printed pamphlet on the subject What we have to consider in Mysore is whether our Lower Secondary Examination which is materially different from the Madras Middle School Examination, in as much as we expect English answers only to the English papers and answers to the other papers in the Vernacular, is affected by it Whether the same objection as to cramming which applies to the Madras Middle School Examination can apply to our Mysore examination is one point An other point for consideration is that we have got a hundred and eleven Middle Anglo Vernacular Schools in the Province and many of the boys attending these Middle Anglo Vernacular Schools do not go beyond the middle course and do not join a High School These boys require a certificate of having satisfactorily completed the Lower Secondary course At the same time it is a relief to the Head Masters of High Schools when they get applications for admission to the fourth form to find that the boys hold certificates of having passed the Lower Secondary Examination in English Whether we are to compel the Head Masters of our High Schools to hold admission examinations to the IV Form with advantage and whether we should leave all these middle schools without a final or leaving examination are questions for the Conference to decide

I do not think the school final examination is referred to in para 12 of the Government of India Resolution The school final examination is not a literary examination but it is chiefly a scientific and technical examination

Mr Rees —At what point does the school final examination come

President —At the same point as the Matriculation There is a good deal of science in it The pupils should choose their branch of future study after they pass the Lower Secondary stage They should either proceed to the literaryside and study for the Matriculation Examination with a view to join a University, or to the "modern side" to prepare for the School Final Examination

Mr Rice —May I know where a reference is made to the bifercation of studies ?

President —The subject is discussed in the Education Commission's Report of 1883 and in the Universities Commission's Report Paragraph 23 of the Resolution on the Indian Educational Policy also deals with it The Government of India think that the Entrance Examination should no longer be accepted as a qualifying test for Government service, but that the School Final should be

Mr Thorp —It is purely a recommendation of the University Commission that the Entrance Examination should no longer be accepted

President —The Government of India think the School Final may be accepted as qualifying for Government service The Schoo Final is a far more elaborate examination than the Matriculation Examination

Mr Thorp —In para 12 which is the examination referred to ?

President —I understand it is the Matriculation Examination

Mr Thorp —Please see the middle of paragraph 43 There are the higher and lower branches of the Inspectorate mentioned Are the ordinary Inspectors competent to conduct examinations at the close of the Upper Secondary period ?

President – The Inspectors that examine at the end of the Upper Secondary course should be Inspectors of Circles at least As far as I know the School Final examination cannot be undertaken by the higher inspecting staff There are so many optional subjects and so many technical matters that hardly an Inspector can be found competent to deal with all of them

Mr Thorp —Is not the School Final described as something different from the present Matriculation ? See page 24 It is something new apparently and not the Entrance Test

President —The two examinations are quite distinct As far as I know Bombay is the only Province which has the School Final It is yet to be introduced into other Provinces In Madras the Upper Secondary corresponds to it but not fully

Mr Spencer —Then what is the meaning of paragraph 43 of the Government of India Resolution ?

President —Inspection is differentiated by it from examination Examination means actually testing the knowledge of each boy and valuing it by marks Inspection is more general and deals with general advice and guidance as to the methods of education and the management and discipline of a school

The immediate question before us now is that there is a proposal to abolish the Lower Secondary Examination, and that is as I said the consequence of the agitation which Dr Miller set up and which as I believe influenced the Government of India I want to obtain the opinion of the Conference as to the desirability of continuing our Lower Secondary Examination in the interests of the Anglo Vernacular Middle Schools in the Province As I said before there are 111 Middle Anglo Vernacular Schools and it would be impossible for the Inspectorate to examine them at one and the same time All the 111 schools should be examined in December or November and certificates given to passed candidates entitling them to admission into the IV Form of a High School

Mr Shama Rao —There will be the same difficulty in Madras also

President —I do not know how they are going to get over the difficulty I see that they have recently appointed 62 additional Sub Assistant Inspectors in Madras

Mr Thorp —I understand that Dr Miller's suggestion was that the Lower Secondary Examination induced the boys to learn for passing the examination and not to learn for the sake of learning

Mr Nanjundiya —Besides that there is this objection that boys neglect their studies in the beginning of the course and learn under pressure when the examination approaches and it and spoil their constitution

Mr *Chandrasekara Iyer* —Instead of holding an examination with reference to prescribed text books, let us examine the students generally in their knowledge of History and other subjects

President —For English no text books are prescribed at the Lower Secondary Examination For other subjects test books are recommended in the rules, but the questions may be general and need not have reference to the books

Mr *Rees* —Are there any serious objections against the Lower Secondary Examination in Mysore ?

President —The only fear that I have is that paragraph 12 might be considered an authority for stopping the English Lower Secondary Examination and I want the doub to be cleared There cannot be any question about the Vernacular Lower Secondary Examination That examination must continue to be held

Mr Rice —I think that the English Lower Secondary Examination should be kept as it is, and all the 111 schools be allowed to teach as they do now
The Lower Secondary Examination will be the School Final examination for Middle Anglo Vernacular Schools

President —Mr Nanjundiya suggests that the passing of the Lower Secondary be made optional altogether

Mr *Srinivasa Rao* —As it is, High Schools need not send up boys for the Lower Secondary Examination at all

President —That is our present rule Boys from the Third Form of High Schools are in no way required to attend the Lower Secondary Examination

Dr Srinivasa Rao —In the Central College, Mr Cook insists on boys producing the Lower Secondary certificate before they are admitted into the Fourth Form

President —He may make success in the Mysore Lower Secondary Examination a condition for admission to the IV Form as he has no classes below the IV Form in the Central College

Mr Nanjundiya – The real objection against a public examination is that the boys strain themselves when the time of examination approches near and neglect their studies at the commencement

President —The question does not arise at all in the case of the Vernacular Lower Secondary Because that is the final examination for village schools and no body has raised his voice against the Vernacular examination It is exceedingly popular and has done a wonderful amount of good to Vernacular education If the opinion of the Conference is that the English Lower Secondary which differs from the Vernacular only in one paper has not done any harm, I do not see why it should not be allowed to continue Only let it be a voluntary examination

Mr *Nanjundiya*—Whether voluntary or not you will find the same number of candidates

Mr Chandrasekara Iyer -What purpose will it serve then, if you do not want a certificate of having passed the Lower Secondary Examination for admission to the Fourth Form ?

Mr Rees —If the English Lower Secondary Examination is continued, there will be a uniformity of standard, and if a boy does not want to prosecute his studies further he will have his certificate to show how far he has studied

President – Shall I record that the sentiment of the Conference is that the Mysore Lower Secondary be allowed to continue as it is ?

Mr Thorp —If the energy that is being spent now in preparing boys for passing examinations were spent in teaching how to learn and how to think there would not be as many failures as there are at present

Mr *Nanjundiya* —There was a time when there were no examinations before the Matriculation Till about 1880 the Matriculation was the first examination that a boy was called upon to pass Similarly why not be satisfied now with the Head Masters' certificates ? The Head Masters examinations will however be more or less a superficial examination

Mr Thorp —Evidently the solution will lie in the increase of the inspecting staff

Mr *Denham* —I think so too Government may be asked to increase the staff of inspecting officers

Mr *Rees* - I think that the inspecting staff should be strengthened, but I would not make a suggestion like that at present On the whole let us proceed as we have done till now We shall see later on whether any improvement is necessary

President —So we shall not make the examination compulsory Let the Head Masters of High Schools examine boys and satisfy themselves if the boys seeking admission connot produce a certificate

Mr *Srinivasa Rao* —If a boy is rejected by the Head Master without examination what is the remedy ?

President —The Head Master has to make out a *prima facie* case that the boy is not fit for admission but if he rejects him without examination the boy can appeal to me There should be a provision to that effect

Mr *Rees* —Some such safeguard ought to exist in the rules framed A boy, who has not been selected by one school because the head master was convinced that he was not fit for selection, may leave the school and go to another Head Master of a somewhat different temperament this Head Master might take a different view of the boy and admit him I think that would be very injurious indeed in the interests of the boy

Dr *Srinivasa Rao* —The leaving certificate should state the fitness or otherwise of the boy

Mr *Luce* —The evil influence of an unfit boy will be on the school itself and the Head Master will have to suffer for it afterwards, if he admits an unfit boy

Mr *Spencer* - There are Head Masters who although convinced that a boy is not fit for the Fourth Form yet give a certificate that he is fit for that form, when the boy leaves their school

President - It is absolutely impossible to guard against such cases We can only leave them to the good sense of the respective Head Masters

With regard to Subject No 2 the sense of the Conference is that *the English Lower Secondary Examination be allowed to continue in its existing form for the present*

President —Now let us take Mr Ramachandra Rao's subject (b) from the suplemental list of subjects —

'Whether it be not sufficient if candidates for the Mysore Lower Secondary Examination be required to study the elements of Physical Geography together with the Geography of India or at the most that of the British Empire in detail" For the last few years it has been found most difficult to teach geography in the High School classes I think if you lesson the quantity of Geography in the Lower Secondary, you will increse the work in the High School classes As at present conducted the Matriculation examination is a terrible one in Geography

Mr *Thorp* - If you can teach the Lower Secondary boys what Geography means you can infuse into them some interest in the subject Political Geography is not possible They cannot understand it Political Geography might come under History

Mr *Luce* —Any such change is a change in the right direction Hitherto it has been topsy turvy I mean Political Geography has predominated over Physical Geography Now that the boys are examined in the Geography of the whole world I would rather think that Physical Geography be taught from the Fourth Form The range of Geography must be physical and not political

Mr *Venkatakrishnaiya* —If we begin Geography from an English text book and read it through the medium of Vernacular in the first form, boys will be able to understand it well in the higher classes As it is now, the chief defect lies in teaching Geography in the Vernacular

President —Your proposal is simply to commence Geography taught from an English text book from one class lower than at present But there again it is a

question of actual experience of the boys' ability to learn Geography from an English text book I have been waiting for an English Geography written in very easy language I could find none but Longman's Junior Geography to suit the IV and V Anglo Vernacular classes When I came across Longman s Geography I made boys of the IV and V Anglo Vernacular classes read pages from the book which they did not know before I tested how far they understood them and then I made up my mind to introduce the book into the IV and V classes as the boys could understand the book, but the III class would not be able to understand the book

Mr Rice —Some teaching with the help of the globe would be much better than the Geography of the world

President —Whether an English text book of Geography should be made compulsory in the fourth class is a matter of detail Longman s Junior Geography is taught in the fourth class of some schools I have tested the boys and know them to be able to read and understand it If a boy is given an English text book and if he can not read and understand it, the book is not suitable for him

Mr Krishna Rao —After the subject of Geography is finished in the vernacular in the fourth standard it is usally taken up in English in the fifth standard The subject of Geography is fairly distributed over the time available The re form suggested rests with the teacher and not with the curriculum or Lower Secondary Examination Of course the papers set may be a guide More attention may be paid to Physical than to Political Geography But if we curtail the portion, the boys going up for the Lower Secondary Examination will find serious difficulty when they are admitted into a High School More attention should be paid to physical features of a country than to Political Geography Learning merely names by heart is of no avail Let Political Geography take a back seat

Mr Denham —Are we to make a distnction between the permanent and temporary physical features ?

President —No Such a distinction is not contemplated

Mr Rice —I think the matter may be left to the local Text Book Committee

President —Then shall I record that the Conference thinks that the Local Examination Board should in defining the course of Geography prescribed for the Lower Secondary Examination lay stress on the physical features of a Country ?

As all members agreed it was resolved that "*This Conference recommend that the Local Examination Board should in defining the course of Geography prescribed for the Lower Secondary Examination require that greater importance be attached to the physical features of a country than to political Geography* "

The *Mysore Educational Rules* were then taken up for discussion

The definition of Anglo Vernacular Schools given in Section 4 was considered

Mr Venkatakrishnaiya —Anglo Vernacular Schools are schools where English is taught as the first language

President —We must make a distinction between Anglo Vernacular and English Schools In English Schools only English is taught

Mr Chandrasekhara Iyer - I believe an Anglo Vernacular School is a school which teaches both English and a Vernacular

Mr Shama Rao -I rather think that the general significations of the words are well known and that the fourth rule defining the several classes of schools may be entirely omitted as no object is served by so defining the different classes of schools

President —Anglo Vernacular Schools are intended for Indian students who learn a vernacular as the first language and English as the second language but I have no objection to omit the words "as the first language and "as the second language" from the difinition

Mr Chandrasekhara Iyer —Is the word Geography to be retained in note (a) on page 6?

President —To have a continuity of studies a boy learns before joining the I Anglo Vernacular class a portion of Geography and the other subjects that are prescribed for class II

Mr Shama Rao —There is a sort of inconsistency between note (a) and note (b)

President —Note (b) refers to boys from the village indigenous schools and Note (a) to boys from Taluk or village Government schools that follow the full curriculum Indigenous vernacular schools do not adopt the full vernacular curriculum and therefore do not teach Geography

Mr Rice —I object to the teaching of Geography of Madras, Travancore, Cochin, and other states in class II Should so much Geography be prescribed as a *sine qua non*?

President —It is not a question of *sine qua non*, but one of distribution of work between the several classes The boys who learn only kannada have got two years less for study than the boys who take up English also and so if the quantity of work done by the vernacular pupils be reduced the reduction will seriously hamper their progress

Mr Rice —The boys who study so much of Geography should know only a summary of the Geography of Mysore

Mr Thorp —Elementary Geography is of great importance in the study of History It is only elementary Physical Geography that we require and we have a provision for that in the curriculum

Mr Rice —Please look at page 27 under the heading of Geography, until we make a modification here we cannot alter this word Geography at page six The student is expected to learn a good deal more than his infant brain can hold I would leave out every thing after the word "World"

President —If you omit every thing after the word "world would there be enough work for the year? The difficulty, Mr Rice, is not so serious as you imagine A book called Bala Bhuvivarane is prescribed The curriculum for Geography seems terrific but if you look at the text book it is a very elementary text book It is only fit to be called a child's book Leave out political if you like, the natural divisions simply will quite do Unless you look at Balabhuvivarane you cannot judge the curriculum

Mr Rice —The book is mentioned as a Text book but it cannot regulate the curriculum

Mr Shama Rao —The book is certainly a guide

Mr Nanjundaiya —To avoid all these discussions and objections we will leave out note B and strike off Geography from note A under section 8 chapter I

Mr Chandrasekhara Iyer —I would omit the word "recognised"

President —Note A is very important and the third case therein has a very wide application If a boy does not produce a leaving certificate the Head Master examines and admits him into the I Anglo Vernacular class

All members agreed to omit note (B) under section 6 and to leave out the words 'that has received his education in a Government Municipal, aided or other Recognised Vernacular school,' also "and (3) Geography" from note (A)

Chapter II Educational Rules

1 *Member* – Public institutions are defined at page 1 and here on page 7 the words used in section 2 are "institutions maintained wholly or partly from public funds' Why not use "Public institutions' as defined at page 1, being shorter

President —The suggestion may be adopted

Mr Rees —With reference to section 1 about the entertainment of Vernacular teachers who have passed the Lower Secondary it seems to me that it is not possible in every case to employ such

President —The number of passed men is very large, and they are always available

Mr Venkatakrishnaiya Is it necessary to have section 3 on politics? Why should it be given a place in the educational Rules

Mr Ramachendra Rao —There is a similar section in the Madras Educational Rules and there is no harm if the section is retained here

Mr Nanjundiya —I too think that the rule may be left alone

Mr Rice —When the subject is dealt with in the Penal Code why should the section appear in the Educational Code

Mr Rees — If it is customary to put it in the other educational codes then we can have no possible objection to retain it in our educational rules

President —I will read out to you the same section from the Madras Rules

"No Manager or Member of the staff or the establishment of a recognised institution shall be permitted to take part in political agitation directed against the authority of Government or to inculcate opinions tending to excite feelings of political disloylaty or disaffection, nor shall any student or pupil take part in such political agitation

All members agreed to retain Section 2

Mr Venkatal rishnaiya —The third Section seems to my mind superfluous

President —The rule must be there, because a teacher who gives private tution to his pupils at home is often suspected of favouring them in class and makes the other students think that if they had gone to the class Master for private tution like the others they too would have been favoured If the private tution does not interfere with the teacher s class work the Inspecting Officer will permit him to take it up and no harm will be done

Mr Venkatakrishnaiya —If a man writes some book is it not private work ?

Mr Nanjundiya —He cannot do it in the class

President —There can be no harm in a teacher writing a taxt book of the subject he teaches

Page 8 Mysore Educational Rules

Mr Denham —In Section 10 with regard to small pox 3 weeks may be changed to 4 weeks Chicken pox may be mentioned with measles

President —The suggestions will be adopted

Mr Denham —In certain schools boys take a delight in defacing the walls, I have seen something like this actually in the Shimoga College Something should be laid down to check this practice The subject might be dealt with under the head of discipline

President —I am sorry to hear this and I will take note of it

Mr Denham —It may be provided that the walls be inspected and cleaned from time to time

Rule 20

Mr Chendrasekhara Iyer - I think there is no College in Shimoga The word "Shimoga College', may be omitted in Rule 20 The heading of Rule 22 might require some modification

President —The words "morning school for ' will be substituted for "vacations of "

Mr Shama Rao —Instead of "all Taluk Branch and Hobli Schools' we might say merely "village schools "

President - There is still some distinction between Taluk Branch and Hobli Schools The heading may remain for the present

Rule 25

Mr Subramanya Iyer —Guardians must apply in person for admission of pupils when they are in town There is much difficulty especially when the students make wrong entries of age The rule expressly wants the parent or gaardian to write but many times some body calls himself as such and signs the application for admission And after a time he remembers nothing about the boy If the parent is with the boy the parent should be required to sign the application for admission

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President —Of course you cannot accept a guardian's letter when the parents are at hand At page 15 under Rule 5 we should insert "express ' after the words "with the ' and before the word "approval"

Mr Subramanya Iyer —A separate column for reasons of leaving may be added in the form of the leaving certificate

Mr Krishna Rao —The reasons may be given by the Headmaster

Mr Chendrasekhara Iyer —But Rule 5 says that reasons need not be given in certain cases

President —These proposals will be considered

At this stage the conference was adjourned to the next day as it was already a quarter past five

PROCEEDINGS OF THE GENERAL EDUCATIONAL CONFERENCE HELD ON THE 18TH DAY OF MARCH 1905

Proceedings commenced at 11 a m

EDUCATIONAL RULES

Mr Ramachandra Rao —At page 16 there is a note referring to the Principal of the Central College Whether the present Principal alone is meant or is the exception absolute is a question

Mr Shama Rao —It looks as if the exception was meant for a particular gentleman, the present incumbent

President —The question may be referred to Government

Mr Ramachendra Rao —A remark was made yesterday that if the Head Master of a High School would not examine a boy seeking for admission to the Fourth Form, the matter might be represented to the Inspector General of Education Should the Principal of the Central College decline to admit a boy, has the Inspector General any power to interfere

President and Mr Denham —It would seem he has not An appeal lies to Government

At this point the President read out the three Resolutions passed by the Conference, on the previous day and stated that the first three chapters of the Rules were gone through, and slight alterations made in various places

The resolutions of the previous day were confirmed

Mr Denham —Is there a school museum any where in the Province? Boys should be encouraged to know something about the Flora and Fauna of the country and to collect specimens in a museum of their own

President —We might as well put in a paragraph about school museums At present we have no museums attached to schools at all

Mr Denham —A museum is of great Educational value, if the Head Master takes proper care to arouse the interest of boys in all objects of nature and especially those of the district in which the school is situated

President —Certainly

Mr Subramanya Iyer —In the matter of leaving certificates, it is necessary that parents should apply for them in writing or that some stringent rules should be laid down I have got half a dozen boys attending for the last three months and yet they have not been able to produce leaving certificates

President —You may write in special cases to the Head Masters of the schools they last attended for the leaving certificates There is nothing to prevent you from writing

Mr Subramanya Iyer —There is a rule in Madras to the effect that the Head Master may admit a boy if he is not able to obtain the leaving certificate from his last school within a fortnight

(There does not appear to be any such provision in the Madras educational Rules—President)

Mr Subramanya Iyer —If the boy applies for a leaving certificate and does not get it are we to believe the boy or the parent in the first instance? But why not make the parent apply for the certificate and put the whole responsibility upon him?

Mr Krishna Rao —If the parent simply says that he has applied but that the certificate is not received, are we to send away the boy?

President —No The boy may be provisionally admitted

Mr Krishna Rao —Sometimes the boys are guilty of misconduct and they do not apply for and produce the leaving certificate

President —Then the leaving certificate must state that he is guilty of misconduct

Mr Subramanya Iyer —Why not leave it to the parent to produce the leaving certificate or compel him if need be?

President —The Head Master of the school into which the boy seeks for admission may ask for the leaving certificate in special cases I did not frame a Rule to this effect I took it for granted that he would do so when he thought it necessary We might add a rule, if necessary I shall think about it and put it in A Head Master refusing to give a leaving certificate should be reported

Mr Subramanya Iyer —It is better if the 5th Inter School Rule at page 15 is made more explicit

President —"With the express approval" would meet all cases The 5th chapter deals entirely with Curricula except page 21 You may suggest any changes you deem necessary

Mr Krishna Rao —Before we go to Chapter V there is one point in Chapter IV which requires consideration
In the collection of fees there is one difficulty If a boy does not pay his fees by the 25th, he has to pay a fresh admission fee Circumstances may arise, in which it is not altogether the fault of the boy that he does not pay in time If he is a mofussil boy it may so happen that he does not get the fee in time In some cases of real hardship, I had to excuse boys It is better that rule 4 on page 20 is made more lenient

President —Are there many cases like that?

Mr Srinivasa Rao —I would say no discretion should be given to the Head master

Mr Krishna Rao —In removing the name of the boy, the Head master may be given some discretion

President —The 25 days' time given by the rule is ample enough for obtaining the required information, whether the boy is able or not to pay his fees in time and for what reasons

Mr Krishna Rao —In ordinary days it is alright But in plague time only, the difficulty is felt That in exceptional cases some consideration may be shown is all that I mean If the boys are negligent, the Rule must be enforced

President —But do you not think that the 25 days time allowed is a long enough time?

Mr Rice —Why not add "at the discretion of the Head master"?

Mr Chendrasekhara Iyer —Or extend the day from the 25th to the last day of the month

President —That is not possible, because Head masters have to close the accounts and send off the statement of fees before the end of the month I would let the rule stand as it is It has been in force for 7 years

Mr Denham —If there be a rule like the one proposed, every student will come and ask for a concession So a wide door will be opened for endless difficulties

Mr Krishna Rao —Some times the present rule interferes with the boy's certificate for appearing for the examination The Head master has to certify that

the boy has been in continuous attendance and the striking off of his name even for a short time interferes with his right to appear

President — It is all the more necessary that he should pay in time If he does not, he must take the consequences whatever they are

Mr Ramchandra Rao —If a boy should pay his fees in one school and join another before the 24th is he to pay the fee in the second school ?

President —He should pay the admission fee but not the monthly fee The leaving certificate will state for what month he has paid his monthly fee Rule 5 for the collection of fees is meant for boys freshly joining a school who have not been to any other school before The leaving certificate will always bear mention of the last month for which a boy has paid If a boy has paid in one school for a particular month he should not pay again for that month in another school but he should pay the admission fee In Rule 5 " newly means for the first time

Mr Spencer —If the boy pays after the 10th the first appointed day for the collection of fees and leaves before the 24th what should be done ?

President —When a boy leaving after the 10th has paid in one particular school and he joins another school before the 25th in the same month then he deserves to be excused payment for the second time for the same month

Mr Rice—In regard to Rule 2 why should there be a mention of 3 days only, why not 4 or more ?

President —Shall we say " not more than 3 specified days "? I don't want that too much time of the masters should be taken up in collecting the monthly fees The Head master at the beginning of the month will fix certain days on which the fees shall be collected If you insist on payment being made on these particular days the boys will pay on those day Shall we say therefore " not more than 3 specified days " ?

Mr Shama Rao —Not more than 3 days at short intervals will be better

President —One case of difficulty brought prominently to my notice deserves to be mentioned In the Shimoga College after the boys were selected for the public examinations last year several of those that were not selected asked for leaving certificates saying that they would leave Shimoga and go to Bangalore and the same boys reappeared in March asking for re admission The Head master asked for my instructions in the matter and I said that unless the boys paid all the arrears they should not be re admitted The leaving certificate is not meant for boys who stay away from a school for a part of the year with a view to save fees and who reappear after an interval to seek for re admission into the same school

Rule 9, Page 20

Mr Spencer —We never make boys pay four months' fee in one month We only make them pay for 2 months at a time

President - In Rule 9 shall we say in the second sentence that " fees shall be collected " instead of " may be collected

Mr Rice —I would suggest all fees for that year shall have been paid before the selection examination ' or perhaps the present wording may be left as it is

Mr Subramanya Iyer —I find it very hard to collect the fees in advance I think the rate ought to be altered

Mr Ramachandra Rao —We have either 8 instalments or six for the year in the Matriculation class

Mr Rees —It all depends upon the discretion of the Head Master

President —The fees may be collected in such instalments as the Manager of an Aided institution may fix

Mr Rice —I would suggest the following wording —" The fees shall be collected for the last four months of the year in advance in the VI Form and for the last 3 months in the III form "

Mr Rees – The fees in advance may be collected not later than the first day of the month in which a boy has to appear for the selection examination ?

President —I think the following alteration would meet all difficulties — " In the VI Form fees may be collected for the last four months not later than the month of September and in the III Form for the last five months before the results of the selection examination are made known "

Mr Rice —Why leave it to the discretion of the Head Master ?

President —We may make it obligatory then by inserting " shall "

Mr Venkatakrishnaiya —During the last term, no leaving certificates should be granted

President —The boys pretend they are going away elsewhere

Mr Venkatakrishnaiya —Unless the Head Master thinks that the reason for leaving is true and satisfactory, the leaving certificate need not be given

President — From the case that I put before you of what occurred in the Shimoga College you will see whether the HeadMaster can always decide whether the reason given is true

Dr Srinivasa Rao —I am for leaving the present rule unaltered

Mr Shama Rao —You wish to impose a hardship on the boys and let the rule remain as it is

Mr Ramachandra Rao —They will take the leaving certificate and six months after come again and seek re admission When you make them pay before they are selected, they may come again and you may re admit them into the same class without much harm

Mr Rees —It seems to me however that the words ' not later than the month of September may be inserted in each case and also the words " at the discretion of the HeadMaster may stand as they are

Mr Rice —I think it is better to say ' before the first day of the second terminal examination If a later date is fixed the boy might evade payment

President — I would say ' the fees shall be collected for the last four months in advance not later than the month of September in the VI Form and in the III Form not later than the month of August before the selection examination results are made known

Mr Rice —I would say " before they sit for the selection examination ' Because they know the results themselves from the way in which they have answered

President —Then I would insert " before the first day of the selection examination "

Mr Rees —There is a general feeling that ' at the discretion of the HeadMaster ' may be retained

President —If so, the rule will read as follows —" The fees of Form VI may be collected at the discretion of the HeadMaster for the last four months of the year in advance not later than the month of September and similarly those of Form III for the last five months in advance not later than the month of August, before the first day of the selection examination '

Mr Ramachandra Rao —Section 5 on the same page says " no new admissions shall be made after the 24th If a boy joins an Aided school after the 24th when is he to pay his first month s fee ?

President —To prevent confusion, the fee Register is supposed to be closed after the 24th for the month

Mr Ramachandra Rao —In Aided schools this will be a hardship

Mr Venkatakrishnaiya —I think boys ought not to be admitted after the 24th till the end of the month

Subject (1) *of the Supplemental list*

President —Is there any section in the Madras Educational Rules on the point

Mr Ramachandra Rao —In chapter III of the Mysore Rules we find it stated as a condition of the recognition of a school that " It levies fees at rates which are not lower than the minimum rates prescribed by the Government " I

should like to know if there are Government schools where higher rates of fees are levied If those mentioned in the rules are minimum rates, are there higher rates? In the Madras Rules there are special rates for the Presidency College

President —The word minimum in our rules is used in this sense If all the Head Masters of institutions in a particular town could agree to higher rates, then Government are bound to adopt them If all the Aided schools in Bangalore for instance should determine to levy higher fees by agreement among themselves and report to us, we are bound to adopt them in the Central College

Mr Krishna Rao —This rule is laid down in Section 4 page 19

Mr Ramachandra Rao —At page 21 of the Madras Educational Rules, the first rule says 'Fees in all Colleges Upper and Lower Secondary and primary schools, or departments so designated, under the management of Government or of a Municipal Council or of a Local Board, shall, subject to the exceptions hereinafter provided, be levied according to the following Regulations' The next paragraph says 'In institutions under private management, the rates and levy of fees shall be left to the discretion of the Managers, but in estimating the fee income of an institution for the purpose of passing grants under the grant in aid Code such income shall be calculated by applying the standard rates herein laid down or prescribed for the locality to the numbers on the rolls in each term with a reduction of 10 per cent "

Mr Rees —That is to say, the rates for Government Institutions are fixed and it is left to private institutions to charge less or more as they please If they charge less, then in fixing the grant the Government have the discretion of estimating their income according to their standard rates and not the actual fees levied in the schools What is Mr Ramachandra Rao's point

Mr Ramchandra Rao —In Aided schools therefore in the Madras Presidency the rates of fees might be lower, and they are actually so Here the rates of fees in Government Schools are sufficiently low and so it should be considered whether still lower fees would not be lowering the value of education Therefore I propose that in Government schools which exist in localities where there are also Aided schools the fees should be slightly higher in the former considering the greater advantages of the Government Institutions

Mr Rice —The chief privileges of Government schools are that more funds are at their disposal and they give more conveniences to pupils by building Hostels furnishing laboratories etc, that the teachers of the Government Schools are better paid and that in the Colleges and Schools entirely in the hands of Government at present there are a large number of pupils absolutely free It is only the richer classes that pay for their education in the Government Institutions, and even then they pay very low fees Considering the lavish way in which the Government spends on education in Government Schools and the low fees realised, it is but just that higher fees should be levied

Mr Subramanya Iyer —The Education Commission say that Schools of a particular religious sect need not be Aided But if there should be other Aided schools where pupils of all castes and races are educated the Educational Commission approves of giving encouragement to these but in places where there are Schools of one particular persuasion aid need not be given

Mr Ramachandra Rao —The cost to Government of educating a pupil in Government High Schools is five times more than in Aided Schools For the Aided schools to have a right to exist the fee income should be at least a third of the total expenditure

President —Have you got a definite proposal before the Conference? Do you say the fees in the Government Schools should be so many per cent higher

Mr Ramachandra Rao —In Bombay the fees are higher I propose that in Government Schools or Municipal Schools the rates of fees should be 25 per cent higher than in Aided Schools in those localities where there are also Aided Schools

Mr Chandrasekhara Iyer —But supposing an Aided School comes into existenec after a Government or Municipal School, what then?

Mr Rice —The Government of India think that in such a case there need not be any Government Institutions at all Because it will have to spend a good deal of money while the Aided Schools are doing the same amount of work at less cost to Government

Mr Chandrasekhara Iyer —When Government thinks that aided schools can fully supply the demands of education it will retire from the field

Mr Rice —If it is right that one third of the expenditure should come from fees and that the cost to Government of Government Schools should be a definite portion of the total, the Government should spend not more than two thirds

President —I will read to you the statement of fees realised in Government High Schools from which you can find out the proportion between income and expenditure

(The President here read out Table No 16 published in the Appendix to the Report on Public Instruction for 1902 03)

Mr Chandrasekhara Iyer —So we have got about the same proportion in the Government Schools also somehow the cost in the Aided Schools is less Probably they do not pay their teachers so much as Government But the Government cheerfully pays the cost

President —Personally I think there is some force in what Mr Ramachandra Rao says and if the Conference thinks that the fees in Aided Schools should be 25 per cent less than in Government School such an opinion deserves consideration It is true that the Government pay their teachers better and have better buildings and equipment

Mr Shama Rao —Let there be keen competition Why should the one class of Schools have an advantage in the matter of fees over the other

Mr Subramanya Iyer —Perhaps a comparison of Mission High Schools with the Chikmagalur High School will be better, as we have got the lower classes in Chikmagalur

(Statement of fees collected in the Chikmagalur High School read out)

Mr Chandrasekhara Iyer —The fees amount to less than one third the total expenditure

Mr Ramachandra Rao —In giving a statement of fees realised in Mission Schools the entire School is taken into consideration

(The statement of fees of the Kolar High School was read out)

President —The rates at which the Head masters are paid vary and therefore there is such a difference in cost between the several High schools

(The statement of fees of the Channapatna High School was read out)

Mr Subramanya Iyer —If the number of students is less the cost per pupil is higher

Mr Krishna Rao — The comparison fails on account of the disparity in the number of the boys in the various Schools

President —How does that affect the proposition of Mr Ramachandra Rao

Mr Krishna Rao —No, I don't say that it affects the proposition

Mr Venkatakrishnaiya —Instead of this proposal, increase the resources of the Aided schools by giving more liberal grants

President —I am in favour of putting Mr Ramachandra Rao's proposal to vote

Mr Rice —We might call the attention of Government to the very great disparity between the cost of educating a pupil in the Government High Schools and the non government High Schools and request that this disparity may be reduced Whether this resolution be passed or not the disparity should be brought to the notice of the Government

Mr Rees —We all should deal with the subject on principle and point out to Government how the comparison between Government and Mission Schools works out

President —Mr Ramachandra Rao's way is very practical I don't think you will be justified in inviting the attention of Government to the lavish way in which their Institutions are maintained But you have a right to say that Government should charge more fees and better equip their Schools The classes that are better able to pay will resort to the Government Schools and the poorer ones may go to the Aided Schools

Mr Chandrasekhara Iyer —Is it a fact that the teaching is better in the Government schools ?

President —Of course that is the presumption To charge higher fees in Government Institutions is the better remedy to adopt

Mr Rice —I am afraid if the proposal should go in the same form as it is brought up before us, it will not be accepted The principle is good but it must be put in another form and the proposition should state the grounds on which it is based

President —In Bombay the rates are higher and so also in Madras

Mr Rice —The public must know well the reasons for the proposal and should not conceive wrong impressions The proposal must have a preamble For that reason we can say that a very large amount of money is spent out of the Treasury on education which comes eventually from the pockets of the rate payers, &c

Mr Venkatakrishnaiya —But there is my amendment that the grant in aid schools may be more liberally treated

President —You do not see that the principles on which grants in aid are based have been laid down by the Education Commission and by the Government of India To alter those principles would be far more difficult than to adopt Mr Ramachandra Rao's proposition

Mr Venkatakrishnaiya —But it is distinctly laid down that when Aided Schools come into the field the Government ought to retire

President —Quite right Here you come and ask for more grants On what principle ?

Mr Spence —We can bring to the notice of the Government the disparity in fees and the disparity between the expenditure of Government Schools and that of the Aided Schools

President —Every year my report draws attention to the disparity in fees and expenditure

Mr Denham —You must suggest some remedy

President —I think Mr Ramachandra Rao's way is a practical remedy

Mr Rees —I would put the suggestion in these words " that this Conference desires to draw the attention of Government to the large expenditure in Government Schools , they wish to draw attention to the disproportion between fees levied in Government Schools and the total expenditure This Conference asks Government to investigate the causes of the disproportion and to consider how this disproportion can be remedied The Conference suggests is a possible remedy that the raising of fees in Government Schools may be adopted '

Mr Rice —We can put in after " disproportion " in the first sentence "which works very largely to the disadvantage of the Aided Schools '

Mr Rees —The wording of the last portion I feel I am not quite sure that I approve '

Mr Chandrasekhara Iyer —I would suggest " will investigate the causes of this disparity and adopt a remedy '

Mr Rees —We had better not go into details Let the Government take the whole matter into its consideration and naturally this will suggest itself as one of the means of rectifying the bad effects I presume that the Government would naturally appoint a Committee to investigate the matter

Mr Rice —I understand that the object of this resolution is to put a stop to the anomaly So " the disproportion works to the disadvantage of the Aided Schools" may be tacked on to the proposition

Mr Thorp —If the disproportion involves great inefficiency then it will become necessary to consider whether the grants of aided schools should be raised

Mr Rees —It seems to me that this is a large question and it will be scarcely appropriate for us to simply make a suggestion that fees should be raised in Government Schools Government ought to take a wide view of the whole question

Mr Rice —I dont think we can settle this matter today

Mr Chandrasekhara Iyer —We admit there is a disparity It is desirable that Government should investigate the causes

Mr Rees —The resolution might be as follows —"That this conference desires to draw the attention of the Government to the large expenditure on the education of boys in Government Schools as compared with the cost of the pupils of the same standard of education in the aided schools They would also draw attention to the difference between the proportion of fees levied in Government Schools to the total expenditure of those institutions and the proportion of fees to expenditure in aided schools of the same standard This conference asks that Government will consider the whole question with a view to discovering the causes and adopting such measures as are necessary '

Mr Chandrasekhara Iyer —I second the proposition

Mr Srinivasa Rao —The object of the proposition is not clear even if they spend more money on Government institutions, I think Government want to make them model schools

Mr Chandrasekhara Iyer – In that case Government will say that the expenditur is justified

Mr Rice —We assert nothing but the disproportion of the fees to the total cost

President —I am afraid you are making the work of the Government more difficult Mr Ramachendra Rao had a definite proposal and Government might have sooner made up their minds about it than a vague representation of this kind

Mr Krishna Rao —This is more in the nature of a proposition than a suggestion

Mr Rice —If the Government finds that it is a suggestion coming from such and such a member of the conference, that it was put to vote and carried, there will be more weight attached to it

President —Why not say that a Committee be appointed to investigate this state of things? That will be more definite It has been a burning question I know for a long time and the sooner it is investigated the better

Mr Chandrasekhara Iyer —Government might invite the opinions of all Heads of Schools Why should we take for granted that a Committee will be appointed at all ?

President —Consulting the Heads of Schools cannot be fully satisfactory Would you include the case of Girls' Schools also ?

Mr Chandrasekhara Iyer —I am not for including the Girls' Schools

Mr Rees —It would be wise to limit the inquiry to schools for boys The Girls' schools come under a separate class by themselves

President —I believe this would be the proposition "that this conference desires to draw the attention of the Government to the large expenditure per pupil in Government Schools as compared with the cost per pupil of the same standard of education in aided schools They would also draw attention to the difference in the proportion of fees levied to the total expenditure of Government and Aided Schools respectively This Conference asks that Government will appoint a Committee to consider the whole question with a view to discovering the causes of this disparity and adopting such remedies as may be necessary "

Mr Rees —That will leave the Government free whether to appoint a Committee or not

All the members of the Conference having manifested their approval the President said that *the resolution was unanimously passed*

President —Now I think we may finish the educational rules The only page remaining is page 21 which was partly discussed yesterday

Chapter V Section 1 page 21

Mr Rice —One of the most valuable assets of a nation is the liberty of its people and it seems in this rule that Government is cutting off one of its valuable resources in not allowing private schools to take the initiative If we look into the history of the schools we shall find that many things were adopted by Government in their schools which were first initiated in aided schools In Mysore for instance many of the aided High schools now existing were established before any Government school was known Not only High schools but Girls' schools and Vernacular schools were started by private bodies and individuals and Government schools came last For instance schools for Panchamas, Industrial Schools, etc, were initiated outside the Government Department, and were afterwards copied by Government I understand that when a school accepts aid it promises to be inspected by Government Officials to satisfy Government that it does every thing necessary to promote the education of the boys according to certain standards of education Within certain limits it should have perfect freedom to adopt its own text books and fix the number of hours for teaching etc For the Government schools the Inspector General is the sole authority He prescribes everything and if the inspecting Officer finds that a certain Government school does not follow the prescribed text book the Inspector General remedies it But he cannot do the same in an aided school The Government cannot have any prohibitory orders except when it finds that certain rules followed in the school are injurious These schools should have power to choose suitable books for their own use Many of the Regulations in these Educational Rules should obviously apply only to Government schools

President —No department makes a distinction af far as the curriculum is concerned between Government and Aided schools, and one of the conditions of a grant is always that an aided school conforms to the curriculum prescribed by Government Private schools have liberty to adopt their own curriculum Unaided but recognised schools are public schools and they should conform to the Government curriculum

Mr Rees —The question is how far does the rule about conforming to the Government curriculum apply to aided schools

Mr Rice —I find that the rule has been misconstrued, when it is thought that Government have authority to say that you shall do this and shall not do that Supposing the Manager of an aided school say "I should like to teach such and such subjects that have not been specified in the curriculum," the Inspector General cannot interfere Otherwise how can Government devise new methods and make new experiments These aided schools make the experiments and Government are helped For instance some are of opinion that manual instruction should be combined with the ordinary High school course I am asking for this liberty in the interests of education and not in the interests of aided schools If you have one model and one method of work for all schools you are killing education I think that liberty should be recognised, but rule I Chapter V does not recognise that liberty I would therefore propose that the word "public be omitted from it

President —It certainly sounds well theoretically that you should have freedom in the matter of arranging your curriculum, but such a freedom has not been given any where by the Government of India, and in no province does such liberty exist as you now ask for If there are advantages in giving complete freedom to aided schools there are also disadvantages, because it is not always certain that this freedom will be wisely or advantageously used

There might be occasions when the freedom might be used to the detri ment of education, and unless we can be quite sure that it would be to the advantage of education if we give this complete freedom, it is a very serious question to deal with I can only tell you that in Madras the corresponding chapter on the courses of instruction similar to our chapter 5, commences in this way "The following courses of instruction and standards of examination are prescribed for all recognised schools whether under public or private management' Then the Madras Grant in aid Code section 33 lays down that "In Arts Colleges the courses of instruc tion and standards of examination prescribed by the University, and in Secondary schools the courses of instruction and standards of examination laid down in the Madras Educational rules shall be followed"

You refer to manual training which you say the Managers of aided schools may give But this Conference in which we are considering the courses of instruction admits the principle on the part of Government that the Managers of aided schools are to be consulted before the courses are enforced and we have called you to this Conference in order to consult and take your opinion If there is anything defective or wrong and if you wish there are improvements for Government to consider we shall be happy to receive your suggestions But to lay down a simple vague principle of freedom of action is fraught with danger to education, which I do not say will necessarily occur in Mysore, but it is a policy which has not been adopted either by the Government of India or by any Provincial Government in India

Mr Rice —It seems to me that aided schools are given this freedom Take for instance the Mission Schools, they are given the liberty to impart religious instruction which finds no mention in the Government curriculum

President These are standards of secular instruction which Government have laid down, and you are welcome to add Manual Instruction or any other instruc tion you like Additions you can make in any way you like

Mr Srinivasa Rao —Rule 57 of the Madras Grant in aid Code is as follows —"The subjects of instruction shall be those included in the courses of instruction and standards of examination laid down in Chapter V of the Madras Educational Rules"

Mr Rice —The difficulty is this you have specified not only subjects but also hours But how is it possible to take more lessons within the same time unless hours of work are increased

President —The time allowed to each subject is only for general guidance, Mr Rice

Mr Rice —The word "prescribed' is ambiguous

Mr Rees —I feel that there is ambiguity and that can be removed by some little alteration of wording I am quite sure that the position of the Govern ment and of the Inspector General with regard to the instruction given in aided schools is quite in accord with that in other provinces You give in all their details the courses that are prescribed for aided schools in precisely the same way as they are prescribed for Government schools Now I don't think that it is the intention of Government to treat the Government and aided schools in the same way So I perfectly agree with Mr Rice But the explanation is "we do not intend to rigidly prescribe for aided schools the following courses of instruction which are prescribed only for all public schools Government and Municipal" When you go to a Government Institution you have a perfect right to adopt a certain standard You can prescribe a certain quantity of work for the Govern ment School All these details are intended for your Department of Public Instruction, but you prescribe the same for aided schools as well I therefore think that that ambiguity can be removed by just a little alteration of words

President —When the courses of instruction are placed before you for your approval and they are prescribed only with your concurrence, does it not show that Government wish to consult you first and then prescribe them ?

Mr Thorp —As the hours of work and the distribution of time for each subject are prescribed in the curriculum an officious Inspector is apt to find fault with a Manager if the time is not adhered to I had certainly a case like this myself

President —He will only find fault with you if your results are bad The curriculum of High Schools is virtually prescribed by the University You will see that the distribution of time between the different subjects is entirely based upon the proportion of marks allotted to each subject by the University English is the only exception to this rule for the distribution of time English gets a little more time than the marks attached to it justify But barring that the distribution of the time is regulated by the distribution of marks at the Matriculation It is a mechanical means, but we have to go by some mechanical standard Again suppose in the month of August or September you examine a class which is going up for an examination and you find that it is strong in one subject and weak in another For the subject in which it is weak you will necessarily devote more time during the rest of the year, and for the other subjects you will devote less time No reasonable Inspector would object to that arrangement In fact the distribution of time given in the curricula we do not compel even our Government masters to adhere to It is given simply for their general guidance If a Head Master wants to know how much time should be devoted to a particular subject, here is a guide for him based upon the marks given at the University examinations But the exact state of knowledge possessed by the class that the Master has to teach will be the final determining principle on which his time table should be ultimately based and no sensible Inspector would ever go to find fault with a Manager and say that he is giving too little time for this subject or that unless he has good reason to do so

Mr Thorp —On another occasion I had actually some discussion with an Inspector who wanted me to teach certain facts from the History of Travancore But I ordered my teacher to refrain from doing so

President —It is a small matter which may be left to the good sense both of the Manager and the Inspector

Mr Rice —If you simply say for the guidance of all public schools ' there can be no objection

President —If you like we shall say " prescribed for general guidance "

Mr Denham —Mr Thorp is one who has got a correct judgment of things like these But for my own part I would stick to the original wording The chances of misusing the liberty are very great

President —Government do not want to put undue pressure upon aided schools The morning hours from 7 to 11 A M adopted for instruction in Mission Schools do not permit of sufficient time to be devoted to each subject Here is a case where Government has accorded certain facilities which have grown into a license

Mr Rice —You cannot go into all the details here as to how many hours we are teaching and all that The suggestion we are making is practically harmless The thing is if aided schools adopt these courses they will be bound hand and foot They want to be free

Mr Rices —We may get over this difficulty if we adopt the wording of the Madras Grant in Aid Code and alter our rule in section 1 accordingly thus "The following courses of instruction and standards of examination are prescribed for all Government and Municipal schools and in the case of aided and unaided school the subjects of instruction shall be those included in the courses of instruction and standards of Examination laid down in this chapter "

President —But how does this correspond with the first para of Chapter V of the Madras Educational rules?

(At this stage Mr C Srinivasa Iyengar the Senior Councillor who was received by the President attended the conference He watched the Proceedings for about half an hour and then left)

President —Do you still insist, Mr Rice, upon any change being made in rule 1

Mr Rice —I have made the proposal which I should like to see adopted, namely, "The following courses of instruction and standards of examination are prescribed for all Government and Municipal schools and published for the guidance of all aided and unaided Public schools"

MR THORP SECONDED THE PROPOSAL

Mr Venkatasamy Naidu —I would propose an amendment about the number of hours specified against each subject "that the hours indicated in parentheses are for the guidance of teachers

Mr Rees —Government are perfectly right in prescribing the standards of Examination and the quantity of each subject and also to guide aided schools as to the number of hours but not to lay down hard and fast rules for implicit obedience

Mr Chandrasekhara Iyer —At page 22 the word "standards' alone is used and I want to know whether it is the same as 'courses of instruction'

President —The first rule as I said is taken from the Madras Code The two phrases "courses of instruction' and 'standards of examination' mean just the same thing The courses of instruction are from the point of view of the teachers and the standards of examination are from the point of view of the inspecting officer The wording is just the same as in the Madras Code Will a note to the effect that 'the time allotted to each subject is for the general guidance of teachers' satisfy you, Mr Rice?

Mr Rice —That is certainly a good note But the ambiguity of the ward "prescribed' is not fully removed

President —What would you add then, Mr Rice?

Mr Rees —The objection to that note is that it does not show that the standards of examination also are given for guidance You have a right to prescribe a certain course of instruction but that may be interpreted as assigning so many hours for each subject And there is nothing to indicate that such allotment will not be insisted on That is Mr Rice's objection

Mr Rice —We accept the standards because on them depends the grant But how are we to reach the standards must be left to us to fix The Government need not prescribe that That must be left to the Manager if he is fit to be a Manager at all

Mr Krishna Rao —That the quantities to be prescribed for the various classes should not be the same for all schools is what Mr Rice says

President —The quantity of work to be done in each class should be prescribed by Government Whether you give 4 or 5 hours a week to a subject is left to you But we recommend say 5 hours If you choose to give less or more, you do it on your own responsibility If the Inspector finds that your boys have not done well he may find fault with you

Mr Thorp —On page 59 the curriculum fixes 100 lines of verse to be repeated by a boy To my mind the Government need not fix the quantity like that The Manager can best see if sixty lines will not do instead of a hundred

President —Even if the Government prescribes sixty lines you may still object and the difficulty will be the same, Mr Thorp The quantity mentioned is only a standard to be guided by The Department has to prescribe courses of instruction for aided schools The addition of time in parentheses is an innovation which is taken from the Bombay Code I thought all teachers whether of aided or Government schools would be all the more glad to have something to guide them in making their time tables, but if the time mentioned is such a sore point, I am quite willing to add a rider to say that the amount of time to be allotted to each subject is mentioned in parenthesis only for the general guidance of teachers

Mr Rees —I think this solves the difficulty and we had better accept it

President —I have no objection to say expressly that the time allotted to each subject in the courses of instruction is for the general guidance of teachers The time should be adhered to only as far as possible

Mr Rice—The first educational institutions in Mysore were started by Missionaries and they should be given more freedom of action

President—Of course that the Christain Missions did excellent work as education ists in every Province of India before the Government Department was brought into existence is a fact well known to all Mission Institutions were started before Government schools and the sincere acknowledgments of all Provincial Governments are due to the Mission bodies But that fact does not, when the Government Department itself is being organised and brought under rules in every respect, entitle them to complete free dom which it might be dangerous to grant Even in England, the Board of education is a very recent institution but denominational schools have existed for many generations

Mr Rice—I only say that the word "prescribed" is apt to be misunderstood If some body reads it he will say that it is an additional condition of a grant in aid I only say that it was the Missionaries that took the initia tive in matters of education and undue pressure should not be put upon them

President—What would popular education have been if it had not been organised by the Department of Public Instruction? You cannot say that because the Mission bodies had full liberty fifty years ago in matters of education that they should be excused now from the operation of all departmental rules

Mr Rice—I understand that the acceptance of a grant in aid is under a contract and when the grant in aid was first given conditions were laid down and accepted Here it seems to me something more is assumed I again say I am not pleading the cause of aided schools but I am speaking in the interests of education generally One of the most valuable aids to Govern ment is the making of experiments and that right of making experiments should be given to aided schools and no hard conditions should be imposed on them If you do so you are hampering the cause of education Let the liberty of the people be respected, that is the basis of a true policy of education It is detrimental to the welfare of the people to take away the liberty of the people in this way

Mr Thorp—Mr Rice's proposal is in accordance with the views of the Government of India See the last sentence of para 43, page 47 of the Government of India Resolution on Indian Educational Policy "The work of schools should be defined with reference rather to the courses of instruction fol lowed than to the examinations that have to be passed, and rigid uniformity either in the arrangement of subjects or in the classification of the scholars should be avoided, free play being given to the proper adaptation of the working of the schools to their local circumstances" We desire that free play be given to the aided schools

President—But these remarks are general, and relate to the duties of inspecting officers All educationists can accept them Government can have no objection to the addition of manual, scientific or other instruction in aided schools or to the use of new methods of instruction, if any In important cases of new departures, the approval of the Department can be easily obtained beforehand, or the matter may be discussed in a conference But here we are considering the courses to be laid down by Government with your approval which all existing schools can follow If you will not see that the words of the Government of India are used in a very general sense about the duties of Inspectors they will certainly mislead you

Mr Rice I rather think that the word "prescribed" in the Educational Rules is the word that is likely to mislead

President—It appears in the Madras Code and all other Codes as far as I know I do not think 'prescribed' can be considered ambiguous or misleading

Mr Rice—If you from the chair say that the courses of instruction are meant only for guidance and are not to be taken as a rigid rule we shall be satisfied

President—I said the time allotted to each subject was for the guidance of the teacher

Mr Rice —That does not go to the root of the evil

Mr Rees—What would meet Mr Rice's difficulty is an addition of words like the following —"and are published for the guidance of all aided and unaided recognised schools But I am afraid that is asking more than what the the Government can give I see that the Madras Code has the same wording and I feel that you have a strong case for adopting it But if you go and tie the hands of the Managers of schools and say "so many hours you should teach this subject or that' they will feel it a hardship You remedy that by pointing out that the number of hours prescribed for each subject are for the general guidance of teachers I admit that this explanation is as much as can be conceded and as much as can be got

Mr Denham —In England Government prescribes rules very rigidly

Mr Venkatakrishnaiya —Will you kindly read para 13, page 13 of the Government of India Resolution about Government control over aided institutions

President —This para is a general statement of the Government of India's policy and has no bearing on the question under discussion You can vary, Mr Rees, our curriculum by adding anything you want

Mr Rees —I think you have got the full number of lessons in your curriculum and it admits of no addition

Mr Thorp —Can the Managers of schools adopt the views of this conference about experiments in education? Even individual opinions can be experimented upon I suppose by the Managers of schools

President —This conference will not be the last one You will be able from time to time to make your suggestions

Mr Thorp —We should like to be free to manage our own affairs without interference

President —The Department does not interfere with the internal management of an aided school Government lay down courses of instruction for you to follow and you can add to them If you have suggestions for improving them they can always be considered

Mr Rice —What you say is all right but the word "prescribed" is misleading I can only draw your attention to the Government of India's recommendations in paras 13 and 43 of the Resolution

President —The general principles of these paras have already been dealt with I believe that the sense of this conference is that it should be stated that the time allotted to each subject in the standards of instruction is for the guidance of teachers If this note be added I think all difficulties will be met It is all very well to quote general principles of this kind from the Government of India Resolution, but when we come to discuss particular instances, it is there that we find the difficulty

Mr Rice —If that note is adopted as the opinion of the conference, then those who think that something more is desirable will have to be differentiated The proposed recommendation only evades the question

Mr Shama Rao —A dissenting minute can be added if necessary at the end of the report

Mr Venkatakrishnaiya —Is it understood that aided schools can teach more subjects than are prescribed by Government in their curriculum?

President —Yes

Mr Sreenivasa Rao —It is not harmful to teach young boys more than five hours a day?

President —We shall attend to the matter when the harm manifests itself Do you want me Mr Rice to make a note of your dissent?

Mr Rice —No, I shall give my note before 5 P M

At this stage the Conference adjourned for lunch

The conference resumed sitting at 3 P M

President —Have you got your minute of dissent ready Mr Rice?

Mr Rice —Perhaps a Section of the Mysore grant in aid Rules may be referred to In the grant in aid Rules of Mysore made in 1873 I find the following — "Section 4 The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its Inspectors, to judge from results whether a good Secular Education is practically imparted or not and it will withdraw its aid from any school which may be for any considerable period unfavourably reported on in this respect

President —That does not imply that courses of instruction shall not be laid down by Government

Mr Rice then read his note of dissent

President —That is not a proposition, it is only a note of dissent

Mr Rice —I approve of the Resolution that has been passed but I only give this note of dissent with reference to Section I Chapter V of the Educational Rules, and whoever wants to sign it may do so Mr Rice then took some time to revise his note

Mr Venkatakrishnaiya —In Madras it is usual to hold School for six hours a day I think that the same hours of work may be adopted here too

President —That will increase the burden of work on the boys and lessen the time for preparation and recreation

Is there any thing else at page 21 that requires comment?

Mr Venkatakrishnaiya —From the conversation we had yesterday, I presume that History will be taught in the II Form and Geography in the III from an English text book

Mr Krishna Rao — Kanarese History will be read in the I Form and English Geography and History in the II and III Forms

President —The principle on which the curriculum was arranged was that English should be made the medium of instruction in the V Anglo Vernacular Class I have tried to make the transition from Kannada to English as the medium of instruction easier by teaching Geography and History in English in the V Class, and I thought all difficulty would be overcome in that way But if you wish to bring English still further down to the IV Class we have to consider the question.

Mr Thorp — It seems to me that the difficulty will be intensified, if English be used as the medium of instruction in the V Anglo Vernacular Class as in the High School Classes This circular is very well framed The master is allowed to use English as a medium of instruction provided he is careful to see that the pupil understands what he says in English In the V Class English text books are prescribed Is it now proposed to teach History and Geography in the IV Class through the medium of English?

President —Vernacular is to be employed if necessary in teaching The examinations will be in Vernacular

Mr Venkatakrishnaiya —If History and Geography be taught through the medium of English in the II Form, it will go a great way to minimise failures

President — If Geography is Mr Krishna Rao pointed out is finished in the IV Anglo Vernacular standard, the revision may be done in the V in English But if you want to introduce English Geography into the IV class America and Oceania will have to be taught newly from an English Text book

Mr Venkatakrishnaiya — By the time the boys come to the II Form, the Vernacular tuition will have been completed Besides the Kannada Bhuvivarane is not a good Text bool

President —Look at page 61 of the curriculum There are certain portions of Geography to be newly learnt in the IV Class, namely, America and Oceania As for Bhuvivarane there are certain parts enclosed in square brackets which are to be omitted Until some more suitable book is written, I feel I am helpless in the matter of prescribing a perfectly satisfactory book on Geography in Kannada

Mr Venkatakrishnaiya —If English Geography is introduced into the II Form at least, it will be very good Kindly permit that

Mr Krishna Rao —If the book is introduced into that Class there will be so many new and foreign words introduced that a boy will have to cram up so much in the early stage

President —Instead of keeping Bhuvivarane alone in the curriculum as the Text book for the IV Anglo Vernacular Class we may say, Longman's Junior Geography, or Bhuvivarane

Now are you in favour of introducing Mr Marsden's Indian History into the IV Class also ?

Mr Rice —I would not object to introduce English Text books if the boys can use them

Mr Thorp —My own opinion is strongly on the other side In our anxiety to make English the medium of instruction, we put English books into the hands of the boys, but the result will be disastrous in the long run

Mr Ramachendra Rao —My personal experience has been, if questions are set in English and if pupils are allowed to answer in any language, they will prefer Vernacular

Mr Chandrasekhara Iyer —You may give discretion to Head masters to use either an English or Kannada Text book

President —In the IV standard, against History we shall say, "Marsden's History in English or Canarese" We shall have to modify the curriculum Indian History and Geography in the IV and V Anglo Vernacular Classes may be taught in English But the words 'may be' will not suit, because in the V Class the English Text book is compulsory I shall make suitable alterations in Section 3 Chapter V

Mr Ramachendra Rao —When the Examination is in the Vernacular, why insist upon the use of an English Text book even in the V Class ?

Mr Chendrasekhara Iyer —There is the last sentence of Section 3 Chapter V which encourages them to talk in English that might suffice Even if they use the Canarese Text book, they will talk in English But in all cases, they must be encouraged to talk in English

Mr Venkatakrishnaiya —Murison's first book may be removed from the IV to the V Anglo Vernacular Class

President —This question will be determined in the Departmental Conference

Mr Venkatakrishnaiya —Why should there be two Grammar the Manual of Grammar and Mason ? Any one may be sufficient If there be two books, examiners ask questions from both books

President —The Manual is a good book for Indian pupils, but Mason's First Notions is far more scientific

Mr Thorp —I should be sorry to limit Grammar to any one particular book It is better to confine our attention to the common points, than to those specially mentioned in the various books

Mr Rees —Are we supposed to go through the details of this curriculum ?

President —If you have noticed any thing that calls for remark we shall consider it

Messrs Rees, Chandrasekhara Iyer and Shama Rao —This is properly a subject for the Departmental conference, and so we shall drop the subject here

Chapter VII—Rules for the guidance of the Committees of Government Girls' Schools

Mr Subramanya Iyer —The Members of the Girls' Schools Committees do not meet frequently and do not take such interest as is required of them

President A Girls' School Committee may appoint Sub Committees for the various duties This plan may work well In the Mysore Industrial School individual members are appointed visitors for a month by turns

Mr Srinivasa Rao —Is the Head Master of a Girls School to correspond direct with the Inspecting Officer ?

President —Yes Though he is placed under a Committee, he is yet a Government Official and should follow official routine

Mr Srinivasa Rao —How is the Committee to be informed of any changes that may be ordered ?

President —The Head master has to correspond on routine matters directly with the Inspecting Officer The administrative control of Girls' Schools as in the case of all other Schools rests with the Inspecting Officer The Members of the Committee are a body of visitors, and they exercise only general supervision over the School and give encouragement and support to female education They have the power to make any recommendations they consider suitable

Mr Srinivasa Rao —But they may say that all correspondence must go through them

President —The Secretary has to visit the school very often and he must keep himself informed of what is going on and it is the Secretary's duty to inform the Committee I am thinking of circulating a note on these rules If I print a note on these rules to explain the position of Members of Committees it will remove all difficulties

Mr Chandrasekhara Iyer —The heading of the Chapter VII seems to require alteration The rules 1 to 15 refer to Girls' Schools But there is nothing in rules 1 to 15 which relates to village schools

President —No

Mr Chandrasekhara Iyer —Then why retain the wording "Village Schools" ?

President —It is the heading of the whole chapter which deals with the duties of Village School Committees as well as Girls' School Committees

Mr Shama Rao —The sanad of Village School Committees may be given under Section 35 page 160

We may restrict Chapter VII only to the Rules of the Girls' School Committees

Mr Chandrasekhara Iyer —What is there in common between the rules relating to the Girls School Committees and those relating to Village School Committees ?

Is the form of sanad common to both Girls' and Village Schools ?

Mr Krishna Rao —No

Mr Chandrasekhara Iyer —Then why are they printed together

Mr Shama Rao —The form of the sanad of Village School Committees may be printed with other forms in the appendix

Mr Rice —The heading at page 22 which refers to the curriculum on pages 22 and 27 is 'standards I would suggest that throughout 'courses of instruction' may be used It will lessen the ambiguity

Mr Rees —The use of different words introduces confusion What is the difference between the standards and curriculum ?

Mr Chandrasekhara Iyer —One might say both 'standards of examination' and 'courses of instruction That is what rule 1 professes to prescribe

Mr Rice —It seems to me if we simply say courses of instruction that will cover everything There will be no ambiguity

Mr Rees —A course of instruction is from the point of view of the teacher It indicates how a particular end is to be attained in order to reach a particular standard A standard of examination is from the point of view of the Inspector It prescribes the amount that the boys or girls in a certain class are expected to know when the Inspector comes to examine that particular class These are two distinct things You differentiate classes of the Middle School, the Upper primary and so on But standards define the quantity, the course of instruction defines the particular stage through which a boy or girl passes in order to reach that particular standard and those two things may be kept clear Now here you start by saying standards of Kannada Primary, and Middle Schools" That simply means the amount that each boy will have or is expected to do and to have done when the Inspector comes to inspect The course that a boy will have to pursue in order to reach that particular standard is not the same thing

President —It is about the same thing

Mr Rees —It ought not to be so

Mr Ramachandra Rao —Here the standards of examinations are Departmental

President —Standard means the amount of knowledge expected in every subject I think the two correspond, one from the point of view of the Inspector and the other from the point of view of the teacher

Mr Rice —As it is, you seem to say that there are two things while there ought to be only one So there is confusion

President —They are both one and the same thing in fact viewed from different points

Mr Thorp —I would venture to say that both the words are not exactly the same The standard of examination specifies the degree of knowledge that must be attained in a course The course is a particular road to be travelled over

President —The standard of examination does not necessarily prescribe the exact Text books in which an examination is held, but a course of instruction may I have simply followed the wording of the Madras code The fact is these circulars were printed at different times and when they were sent to the press they were sent as they were Hence there is no uniformity in the headings

Subjects Nos 3,4 and 5 from the first list of subjects

No 3

The means of improving regularity of attendance in Girls' Schools in which education is free

President —I find that in the Girls' Schools it is most difficult to obtain regularity of attendance Girls go away when they like and come when they like The slightest reason at home is quite enough to keep them away This is an abuse of the privilege given by Government of free education for girls We must devise some plan by which we can make the Girls' attendance more regular I find that the average daily attendance in Girls Schools is only 66 per cent where as in Boys' Schools it is 85 per cent A girl going away in the middle of the year and coming back a few months later is perfectly unfit to go on with the same class and she is either put back one year or kept in the same class These difficulties disorganise the work of the Girls' Schools in a most disastrous way Some means should be adopted to remove or lessen the difficulty The means must be automatic in such a way that the parents should feel the responsibility and should suffer in pocket to a certain extent so as to make them alive to the interests of the girl I sent out a circular in 1898 to enforce greater regularity [The following circular was read — "

Circular C No 14 of 1898 99

OFFICE OF THE INSPECTOR GENERAL
OF EDUCATION IN MYSORE,
17 DECEMBER 1898

To,

All Deputy Inspectors and Assistant Deputy Inspectors of Schools

The attendance in most Girls' Schools is very irregular Parents do not think it their duty to send their daughters regularly to school It is necessary to enforce greater regularity of attendance All Inspecting Officers are requested to direct the Head masters of Government Girls Schools within the limits of their inspection ranges to remove from the roll the names of those girls who absent themselves without leave and without good reasons for more than six days in a month, and not to readmit them unless a re admission fee of one anna is paid

2 In all Anglo Vernacular schools and all Taluk Vernacular Schools for boys if a boy absents himself for more than three days in the month without leave and without good reasons his name should be removed from the roll and he should not be readmitted without the payment of a readmission fee equal in amount to the monthly fee of the class

H J BHABHA,
Inspector General

It was a very mild measure and I am sorry to say that when two or three years after I went round, I actually found Headmasters and Headmistresses not enforcing even this mild measure on the ground that the school would become empty I have latterly been enforcing the rule But even then it does not seem to mend matters much I therefore propose as a rule to be strictly followed that if a girl absents herself without good reason or without obtaining leave previously for more than three days in the month her name should be struck off and a readmission fee of 2 annas should be charged for coming back to the primary and of 4 annas for coming back to the Middle School Department Unless there is a little tax on the pockets of parents like that, they will never see that their daughters attend regularly There is nothing to prevent them from obtaining leave previously by showing a good reason in writing, if they will not even do that, then their names ought to be removed and a re admission fee charged

Mr Vaidyalingaiya —In the case of grown up girls I believe six days absence is allowed

Mr Chandrasekhara Iyer —The new rule will I fear be a hardship If a girl absents herself one day and comes back the next day I think she should be treated with leniency

President —In the case of grown up girls they are entitled to special casual leave All I want this Conference to say is whether in the absence of fees a re admission fee of 2 annas and 4 annas respectively may not be imposed as I said before

Mr Srinivasa Rao —Why re admission fee? Make it fine

Mr Rice —Since the rule of your circular came into operation have they been submitting quietly and paid the 1 anna to obtain re admission?

President —If we do not enforce some such rule the Registers of attendance will be simply burdened with the names of irregular girls We show so many hundreds of girls on the rolls while really there are a very few attending regularly

Mr Rama Rao —From the Bangalore school several girls had to be sent back recently, I think after the rule came into operation stringently

President —I would rather have 150 regular girls than 250 irregular ones on the rolls

Mr Shama Rao —We have also to consider that the parents have not come to such a stage as to appreciate female education

Mr Chandrasekhara Iyer —Why not introduce prizes for attendance?

President —Why should you give prizes for attendance? Free education is a prize in itself Moreover we are giving away too many prizes already If you want to promote regularity by giving rewards you should have at the same time punishments for irregularity

Mr Chandrasekhara Iyer —We can have both

President —Is attending a school such a great merit as to need a reward

Mr Chandrasekhara Iyer —The girls have not come to regard attendance as an advantage

President —For the last 20 years the Girls Schools have been in existence When Boys' education has spread so rapidly is it not time for girls to value education?

Mr Shama Rao —For boys education means a living, but girls do not seek a living by education It is the employment that some of them get now as

mistresses that has lately given female education a stimulus

President —I think it is much better to have a small number of girls who are regular than a large number of those that are irregular

Mr Rice —Girls Schools I believe are attended by very indifferent pupils That is the reason why they are irregular Sometimes it so happens that a girl is sent to school simply because she is found to be troublesome at home

Mr Rees —I should rather screw up the masters and peons My experience is where you have a man at the head of a school who keeps strict watch over the attendance he can obtain good results

Mr Rice —Our plan was to pay the conductresses a certain fixed salary plus so much fo the average number of girls they have brought during the month

President —Will not the payment for re admission encourage better attendance and make parents send the girls to school more regularly

Mr Shama Rao —They will rather make it an excuse for not sending the girls to school

Mr Rees —Before talking about this first, let us consider the question if fees should be levied at all

Mr Shama Rao —The real difficulty is that parents have not come to appreciate the value of education

President —My plan is to create that sense of appreciation in them by making them pay

Mr Venkatakrishnaiya —If marks are given to the girls for progress, if they are sympathetically treated and if at the end of the year prizes are given them I think attendance will improve

President —Marks and prizes are given

Mr Chandrasekhara Iyer —We shall do well to consult the Head Mistresses of Schools before discussing this subject

President —As for the Lady Superintendent of the Bangalore Schools there is no use in consulting her After a good deal of difficulty a few months ago I compelled her to carry out the rule laid down by my circular and now the number on the rolls of the Bangalore Schools has been reduced The smaller number of girls is likely to show better progress

Mr Srinivasa Rao —Let the rules we have in force be kept in force for a year longer and let us find out the results

Mr Rees —Are you referring, Sir, to Girls Schools generally, both Government and Aided Schools when you say that the average attendance was 66 per cent?

President —66 for all Schools

Mr Denham —Has this been gradually increasing ?

President —Yes it has increased sometimes to 78 per cent in particular schools

Mr Spencer —When the average was 66 there must be certain schools where the attendance was much higher than that So we should find out which were the better class of schools and what measures were adopted to increase the attendance

President —Then are we to say that we cannot do anything now

Mr Thorp —I prefer to adopt the opinion of Mr Spencer The Victoria Girls' School in Mysore is as good as any Boys' School in point of attendance

Mr Spencer —If this Conference is assembled again in future, it is desirable that there should be a representative from Girls School Managers

President —Dr Srinivasa Rao, Hony Secretary of the Government Girls Schools Bangalore was invited to the conference but he is not present

Mr Rice —As the circular referred to has gone out to all schools, it will be too premature to discuss the question just now Let us wait

President —If the school hours are altered, perhaps the girls may be more regular This is one suggestion What is your opinion about that ?

Mr Rees —Our experience is that afternoon attendance is nothing when compared with the morning attendance

Mr Shama Rao —Perhaps the schools may be held only in the afternoon from 11 to 5 O clock

President —When there was a suggestion from some people of Bangalore to hold these schools from 11 to 5 P M it was said by the committee that morning hours were the best

Mr Rees —What is the rule about pupils buying their own books in the Government Girls' Schools ?

President —The Lady Superintendents of the Mysore and Bangalore schools have the power of buying books from a Government grant and giving them to poor girls gratis for the first time, and at half price for the second time if the books given gratis are lost or torn But no other schools have that privilege

Mr Rees —In the Victoria Girls School, Mysore, books are given gratis or at half price to poor girls according to the circumstances of the girls

Mr Srinivasa Rao —In Taluk Girls Schools pupils buy all books themselves

Mr Rees —If we could levy small fees something might be done in the direction of enforcing fines and re admission fees

Mr Srinivasa Rao —The fees proposed are for Bangalore and Mysore

Mr Rice —It is better if some fee is levied, even a pie, to show that the girls are paying a price for the benefit they receive That is how we introduced fees into our girls schools at first, until Government began to compete with us with their free girls schools and we had to abolish fees also

Mr Thorp —In aided schools fees are sometimes levied

Mr Ramachandra Rao —Read out from the Madras Educational Rules Chapter IV on Fee Regulations Section 11 regarding the levy of fees in Girls' Schools —

" Nothing in these rules shall be deemed to affect the levy of fees in schools for native girls In these institutions *fees shall be levied* at such rates as may, from time time be sanctioned by the Director, or as may be prescribed by any code of rules sanctioned by Government for those institutions "

Mr Rees —My impression is that we may very safely without injuring female education start with fees for the Upper Primary and Middle Departments and then feel our way to introduce fees into lower classes An anna for the Upper Primary and 2 annas for the Middle Schools would be enough

President —I should think that the levy of fees would steady the attendance

Mr Chandrasekhara Iyer —In that case we don t want any fine for irregular attendance

President —My present circular need not be rescinded Let it continue in force

Mr Venkatakrishnaiya — In the primary classes there need be no fees

President —We have no fees in the Lower Primary classes of village schools Let us have no fees in the lower primary classes of Girls' Schools One anna in the Upper Primary classes and two annas in the Middle School will do

Messrs Shama Rao and Chandrasekhara Iyer —We shall begin with important towns first Begin with Bangalore and Mysore and we shall see how the levy affects the attendance

President —Fees may be levied in schools at all District Head quarters

Mr Shama Rao —My idea is that Hindu parents have not yet begun to appreciate the value of female education and I am rather diffident about levying fees at all District Head quarters

President —What is the harm in trying fees for one year at the District Head quarters

Mr Shama Rao —In the Middle School Departments fees may be levied but not in the lower classes

Mr Venkatakrishnaiya —Let fees be levied in the Lower Secondary classes and let them be paid out of the scholarships the girls receive

Mr Rees —I would make it definite that in all District Head quarters a fee of one anna be charged in the Upper Primary classes and of two annas in the

Middle Vernacular classes and that in the High School Department the ordinary fee for High Schools should be levied

Messrs Shama Rao and Venkatakrishnaiya —I would restrict fees to the Middle School Department only, leaving the Primary school alone for the present

President —This is the proposition —Mr Shama Rao proposes and Mr Venkatakrishnaiya seconds *the proposition that in all District Head quarters a fee of two annas be levied in the Middle Vernacular classes of Girls Schools*

The proposition was carried nem con

Mr Rees —I propose *that in all District Head quarters a fee of one anna be also charged in all Upper Primary classes of Girls Schools*

Mr Denham seconded the proposition The proposition was put to vote *The votes were equally divided 7 were in favour and 7 against*

The President gave his casting vote in favour of the proposition

President —What then about rules for ensuring regularity of attendance?

Mr Chandrasekhara Iye —If a girl absents herself for six days in the month or more than three days consecutively without previously obtaining leave or without good reason then her name may be struck off and a re admission fee levied

President —We shall have to fix the fee for re admission into the Lower and Upper Primary classes Shall we say one anna for the Lower Primary, and two annas for Upper Primary classes?

Then the amended proposition would be as follows —

"That the names of girls who absent themselves without leave and without good reasons for more than three consecutive days or for six days altogether in a month shall be struck off and they shall not be re admitted unless a re admission fee of one anna in the Lower Primary classes and of two annas in the Upper Primary and Middle classes is paid'

Passed nem con

President —As for the scholarships, the tendency of Government is to discourage them as much as posible Scholarships in Tumkur were ordered lately to be discontinued as also in Shimoga Do you think that scholarships are required for the 4th and 5th Vernacular classes?

Mr Krishna Rao —The object of these scholarships seems to be that as the services of the girl are taken away from home, something like compensation for the poor mother of the girl is given in the shape of scholarship to the girl

Mr Rees —What scholarships are given?

President —Two rupees a month as a rule

Mr Rees —I understand that the policy of Government is to cease giving scholarships, but what is the use of stopping the scholarships in other schools when they are freely allowed in the Maharani's College

President —That is a very special institution

Mr Rees —If the question of girls' education is before the Conference, are we not to express our opinion on the injurious effects of these scholarships in the Maharani's College on female education as a whole in the Province? The whole system puts a premium upon the girls going to school, and an impression goes abroad that the Government favors the girls of that particular institution, and the girls of the other parts of the Province are deprived of the special profitable concession The Government gave scholarships to some girls on a liberal scale and denied the same to others Now I am glad that the Government is gradually withholding these scholarships from the Taluk schools because it is not good policy to give these scholarships In the interests of female education in the Province it seems to me that our opinion may be expresed on the pernicious system of scholarships prevailing in the Maharani's College

President —What do you propose?

Mr Rees —Let us discuss the question

Mr Rice —When we are discussing girls education if we make no reference to the Maharani's Girls School, the omission may be misinterpreted and do harm

Mr Chandrasekhara Iyer — The authorities of the Maharani's Girls School can best say what effect the system of scholarships has had on the system of education in that school

President — I think one proposal may be easily made by this Conference, *i e*, *that scholarships in the Middle and Primary Vernacular classes of all Taluk Schools may be stopped altogether* That will be the first move in the right direction The Second move will be *that no scholarships should be granted in the Middle School classes of the Maharani's College except to widows* What do you say Mr Venkatakrishnaiya ?

Mr Venkatakrishnaiya —I think lavish scholarships may be stopped But there are certan girls requiring help in the matter of education and I think the time has not yet come to stop them altogether in the lower classes

Mr Subramanya Iyer —If Tumkur and Shimoga have lost the scholarships, I do not see why Mysore should have them

Messrs Chandrasekhara Iyer and Shama Rao —I do not think that any scholarships for the Lower and Upper Primary classes are needed nor are they needed for the Middle Vernacular classes

President Does this Conference then recommend that *all scholarships shall cease in the primary and middle Vernacular classes of Girls Schools* ?

Mr Shama Rao —We may pass a general resolution that *no scholarships are needed in Vernacular Primary and Middle Girls Schools*

President —But are no scholarships needed for those studying English ?

Mr Rice —In the classes above the V Anglo Vernacular class, what scholarships are given ?

President —As far as I remember, scholarships of 8 or 10 Rs are given in the III Form and of Rs 12, 15 and 20 in the IV, V and VI Forms

Mr Rice — The scholarships in the VI Form should not exceed Rs 10 ✓

President —I think it is necessary to encourage English Education The proposition, therefore, would be *'This Conference recommends that all scholarships in the Primary and middle School Departments of Girls schools be abolished except those in the IV and V Anglo Vernacular classes where English is taught*

What would you propose for the higher classes ?

Mr Chandrasekhara Iyer —That the rates of scholarships for the High School classes be reduced by one half

President —Mr Nanjundayya says that the scholarships of the Maharani's College are not before the conference and need not be discussed

Mr Nanjundayya —The question is whether scholarships for High School classes are needed You have to say yes or no On the other hand you are going to say that all scholarships may be abolished No verdict on Maharani's College scholarships was called for and you have not got all the facts before you

Mr Rees —The question of scholarships in schools generally necessitated our considering the question of scholarships in the Maharani's School also It is quite within our rights to express our opinion on this point

Mr Chendrasekhariayar —The views of the Maharani's Girls' School Committee may be invited with regard to the reduction of scholarships

Mr Rees - So far as I understand the whole system of giving scholarships is pernicious because of the example set by the Maharani's College Now the question is whether all schools should not be dealt with alike I think that is just where we drifted to

Mr Nanjundayya —I still think that the subject of scholarships of the Maharani's College is not before the Committee and we are not called upon to give any opinion upon it

Mr Rees —My proposition is 'that this Conference desires to draw the attention of Government to the method in rogue of giving scholarships It recommends that all scholarships in the Primary and Middle Departments of Girls' Schools be abolished except those in the IV and V Anglo Vernacular classes where English is taught and that in High School Forms IV, V and VI scholarships should be awarded within reasonable limits '

Mr Rice —Is it necessary that scholarships should be given in Boys Schools also?

Mr Nanjundaiya —Girls are awarded scholarships because they are very backward in the matter of education Boys education is much more advanced than that of girls

With regard to the last sentence of Mr Rees' proposition the word "reasonable is very indefinite What is considered reasonable by one is not so considered by others There is no standard by which to say whether a thing is reasonable or not

Mr Thorp —Let the scholarships be fixed at double the rate of fees usually paid for the class Scholarships should never be given so as to be a source of profit

President —In some cases scholarships are looked upon as maintenance scholarships They are meant for the maintenance of the pupil as well as the maintenance of the husband A married lady seeking high education is helpless sometimes unless she can maintain the husband as well as herself by means of a liberal scholarship

Mr Thorp —The giving of a larger scholarship than is necessary is inimical to the interests of education This system is unheard of anywhere but India No scholarships should be given which are over and above the maintenance charges of the holder

Mr Nanjundaiya —You can think so but there are many things which are peculiar to India alone Have you heard of the caste system anywhere except in India? Scholarships must be given according to the Conditions of life in particular local ties In fact the Maharani's College Committee itself is trying to reduce the scholarships But just now we cannot consider the subject as it is not directly before us

Mr Rice —The money comes from the State Funds and we can question the propriety of spending it on large scholarships If the Committee were to spend the money from their own pockets we can have nothing to say

Mr Nanjundaiya—You should study the subject well before you express an opinion Just now the subject is not before us

Mr Rees then amended his proposition as follows — *That this Conference is of opinion that Scholarships in the Primary and Middle Departments of Girls Schools are not needed except in he IV and V Anglo Vernacular Classes* "

Mr Thorp seconded the proposition The proposition was put to note *Thirteen members were in favour of it, and one member (Mr Venkatakrishnaiya) was against it The proposition was passed*

The *sixth subject* on the list was then taken up for discussion

' Whether a special curriculum may not be prepared for rural primary schools in Mysore '

President —The Departments of Bengal and Madras are considering the subject of a special curriculum for Primary schools We have had in Mysore a new curriculum for Primary schools since 1892 which includes lessons on form and colour, object lessons, drill, action songs, singing and narration of stories We have also introduced the village map, and forms of ordinary documents and petitions such as raiyats use, and elements of Hygiene and Agriculture The question before us is whether a special curriculum for rural schools with special Readers containing lessons on "science of every day life' including elementary Botany and Natural History and lessons on Agriculture and with a little less of Arithmetic History and Geography is not required for Mysore In course of time we hope to have gardens in all village schools for teaching practical gardening and agriculture

Mr Nanjundaiya —Why not introduce the special curriculum if resources permit?

President —Special Readers will have to be written somewhat on the lines of Miss Roches Science Readers

Mr Venkatakrishnaiya —Workshops may be established along with small gardens

Mr Chendrasekhara Iyer —The curricula may be revised so as to include a wide knowledge of Physical Science and Natural History

President —Is the Conference of opinion that our present curriculum requires modification as far as village schools are concerned ?

Mr Nanjundaiya —The question is one of available resources

President —A special curriculum would be something on these lines Portions of a scheme that has been drawn up by the Bengal Department for the Primary Schools were then read out

Mr Nanjundaiya —How a new curriculum will work depends upon trained teachers and our resources The Bengal scheme is well arranged no doubt

President —It is a most admirable scheme We shall wait till they work out the scheme and then let us adopt it here Is this Conference in favour of a special course for rural schools? All members approving, the President recorded "*That this Conference is in favour of a special course for the rural Primary Schools in Mysore which should include lessons on elementary principles and practice of Agriculture*'

The *seventh subject on the list* was then referred to "How far and by what means elementary principles of Agriculture may be practically taught in Village Schools '

President —This subject may be left out for the present at this late hour

Mr Shama Rao — The sixth and seventh subjects are connected So both may be considered fully together at some future time

President —There is now one subject more left to consider, namely, No 2 on the supplimental list of subjects "That the prospects of Graduate teachers in Class D I be improved by making their increments annual instead of biennial ' This is Mr Krishna Raos suggestion for improving the prospects of graduate teachers in Class D I

Mr Rees —This is a departmental question

President —I too think it is a matter of detail and may be left to the Department and the Government There is yet one more important proposition which Mr Nanjundaiya proposes Mr Nanjundaiya is of opinion that the State ought to have Vernacular books on all subjects up to the Matriculation Standard Hitherto we have been content with books for the Primary and Middle School Standards and we have a few Vernacular books for the Upper Secondary Standard The Upper Secondary Examination is almost of the same Standard as the Matriculation His idea is that we ought to encourage authors to write more Vernacular books for the High School or Upper Secondary Standards Mr Nanjundaiya's letter regarding the proposition was read to the Conference His idea is good But it is hopeless to think that the authors can obtain a fair remuneration for their labour by the sale of their books

Mr Chendrasekhara Iyer —There is an allotment for the encouragement of authors More use may be made of it

President —That allotment is fully utilised at present Mr Nanjundaiya proposes that some of the Vernacular Schools should become Vernacular High Schools I belive the time will come when we shall have Vernacular High Schools '

Mr Nanjundaiya —We have one Upper Secondary School But we have to improve it and make it equal to an English High School

President —The proposal is that this Conference should recommend to Government that school books on all subjects up to the Matriculation Standard may be prepard in Vernacular and that special encouragement be given for the preparation of such school books Mr Nanjundaiya thinks that the Government ought to lay out large sums of money for the attainment of this object The resolution will be put in this form '*That this Conference recommends that Government should encourage the preparation of books by*

competent Authors in Kannada on all subjects suitable for all courses of instruction where the present supply is inadequate"

The resolution was passed nem con

Mr Chendrasekhara Iyer —When are such Conferences to be held in future ?

President —Whenever it is considered necessary to hold them A Conference may be held every year

Mr Venkatakrishnaiya —At the Lower Secondary Examination boys who have passed in the Vernacular have to pay a fee of Rs 5 when they appear again in English only as a subject Can the fee be not reduced ?

President —The question shall be referred to the Local Examination Board

Mr Rice —I wish you, Sir, to record our appreciation of the honour done by Government in inviting us to the Conference and I hope that our meeting together on occasions like the present will tend to the advancement of education

Mr Rees —This is only the first of what I think to be an annual series of Conferences and I can see nothing but good arising from such Conferences We met this time under some disadvantages, we had to feel our way and we dealt with some subjects hurriedly without that necessary preparation we wished to make, but I hope that at succeeding Conferences these disadvantages will not recur We are all convinced that the holding of such Conferences is a step in the right direction and that it will be our duty to further the interests of education for which we have been brought together in this Conference I hope our appreciation of the action taken by Government will be conveyed to them by you

Mr Venkatal rishnaiya —I propose a vote of thanks to the Chairman for the patient and courteous way in which he conducted the proceedings of this Conference Mr Ramachandra Rao, seconded the proposition

Mr Nanjundaiya —I wish only to add that this Conference has proved to be one of the best informed and most businesslike Conferences that I have known, and meetings like these are sure to do a great deal for education in the State I am sure that Government will appreciate the work of this conference and will be greatly helped by its recommendations

President —I thank you very much for the close attention and ability with which you have discussed the important subjects placed before you for two full days in this trying weather I am exceedingly obliged to you all for having attended the Conference and given Government the benefit of your valuable advice

The proceedings closed at 6 P M